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ABSTRACT

An institute was designed to train 14 American Indians in basic library and audiovisual skills so that they could function as paraprofessional librarians in the pueblos and reservations of western New Mexico. The institute, funded under the 1965 Higher Education Act Title II-B, was based at the University of New Mexico, although most of the instruction was held at ten sites on the pueblos and reservations. The curriculum included materials selection, cataloging and classification, audiovisual materials use and production, reference, administration, children's literature, audiovisual methods and technology, and two practicums. Several evaluations indicated the basic success of the institute, and ten local libraries (of which only two have professional librarians) received trained aides. Curriculum outlines, evaluation documents, maps, budget, and a paraprofessional training model (flow chart) are included. (LS)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR TRAINING IN LIBRARIANSHIP UNDER HIGHER EDUCATION ACT of 1965, TITLE II, Part B

TITLE: "LIBRARY AIDE TRAINING INSTITUTE
FOR AMERICAN INDIANS

AT: EDUCATIONAL FOUNDATIONS
COLLEGE OF EDUCATION
UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

DATES: August 23, 1974 to August 23, 1975

SUBMITTED BY: LOTSEE SMITH, DIRECTOR
Phone (505) 277-4325

IR003 497

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

Anyone who has ever attempted to coordinate a project that involves ten sites (with ten administrators) in five completely different Indian communities and at the same time manage to facilitate university procedures -- all on a part time basis -- will understand the challenges that faced the Director of this Institute.

The two instructors were equally challenged by inadequate equipment and facilities, and by distances.

Because of the on-site nature of the project, which was located on New Mexico's vast Indian reservations, problems of time, space and communications were ever present. Icy roads, no telephones and no overnight facilities were only a few of the aggravations which could not readily be coped with. Some ingenuity was applied and the matter of no overnight facilities at Zuni was overcome when a room for instructor Debbie Herring was acquired at the Catholic mission located there. However, sudden losses of electricity and water supplies for the entire Pueblo were common occurances and required more than our resourcefulness could compensate for. The problem of the lack of telephones (mentioned in Mr. Townley's evaluative report) could not be solved. One cannot obtain a telephone on a reservation where instructor Pat Carr lived simply by requesting it, nor even by demanding it. The telephone company simply will not install them. Therefore, not only Mrs. Carr but several aides had no telephones and this did hamper efforts of communication between those involved in the project.

Often the phones to the school or tribal facility where the aides worked had many persons using the same party line, so even getting through to these locations was a frustrating, time consuming task.

The Institute was not without its rewards, however; all of us who saw facilities improve, the Indian aides grow professionally and sensed a greater commitment toward libraries by some administrators felt fully compensated for our efforts.

It can only be hoped that the Federal Government will continue its support of Title IIB programs for without federal support many persons like these Indian aides will never be able to acquire the level of education they need to become full participants in guiding the destiny of their own people.

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INSTITUTE ABSTRACT

The Institute was designed to train 14 American Indians in basic library/audiovisual skills so that they could function in their communities as paraprofessional librarians. Library services for the most part have been non-existent in the areas in which these people live (western New Mexico, primarily in the Zuni and Laguna Pueblos and the Ramah and Canoncito Navajo reservation areas). Tribal officials and school principals have made commitments to library service by securing, or building, library facilities and acquiring some materials, but the lack of trained personnel has been the major deterrent to implementation. The training of these 14 people in formal courses while they were employed part-time by the Tribe in a community library, a school system, or by the State Library was hoped to have real impact on the parent institution and on the over 13,000 Indians in the area.

NARRATIVE EVALUATION

One of the frequent problems associated with training programs for American Indians is that of recruitment of participants. For that, as well as other, reasons, this project was designed to be "on site", i.e., conducted on the reservation. This approach did prove successful in that few problems of recruitment were encountered. The selection of the participant was left primarily to the administrator of each site. The administrator was, however, given certain criteria as a guide in making the selection. As the administrator's cooperation was necessary throughout the project, it was felt that he/she would have the best insight into who would benefit most, both from a personal/professional development point of view, and in their ability to make a greater contribution to the institution upon completion of their training.

A total of fifteen aides were enrolled at one time or another in the Institute, even though the sites numbered only thirteen at the beginning of the Institute (two sites, both parochial schools, were dropped due to their lack of interest).

In two instances participants were added for other reasons, but both of these proved unsatisfactory because of lack of academic achievement and lack of motivation, and were subsequently dropped from the program.

Two other participants were dropped after completing 2/3rds of the program because of lack of attendance in the Spring semester. They both, however, indicated that they planned to continue their education at the University of New Mexico in the fall.

One participant dropped out after the fall semester in order to attend the University of New Mexico full time.

Since the general goal of the Institute was stated: "to train fourteen Indian persons in basic library skills so that they can provide library services to a heretofore unserved Indian population", the conclusion can be drawn that the Institute was substantially successful. Evidence of this is the number (eight) of them who completed the entire training program. Ten participants remain employed in libraries at the present time. Four others who plan to continue their education will hopefully return one day as fully certified teacher/librarians.

One of the most encouraging components of the project was the support offered by the New Mexico State Library. Upon the Director's submission of a brief proposal, the State Library awarded the University of New Mexico a sum of money to be used to employ three of the library aides for fifteen hours per week. The Library hoped that the local Tribe would find the library aide so valuable after becoming aware of the services they provided that the Tribe would hire them on a permanent basis at the conclusion of the project. The State Library offered assistance in other areas also, and is to be commended for their support and cooperation.

Other important aspects of the Institute, as well as the major strengths and weaknesses, are pointed out in the final external evaluation and in other sections of the report which follow.

SITES

Acoma

Acumita Day School (B.I.A.)	two aides
Acoma Community Library (Tribal)	one aide

Canoncito

Canoncito Community Library (Tribal)	one aide
Canoncito Boarding School (B.I.A.)	one aide

Laguna

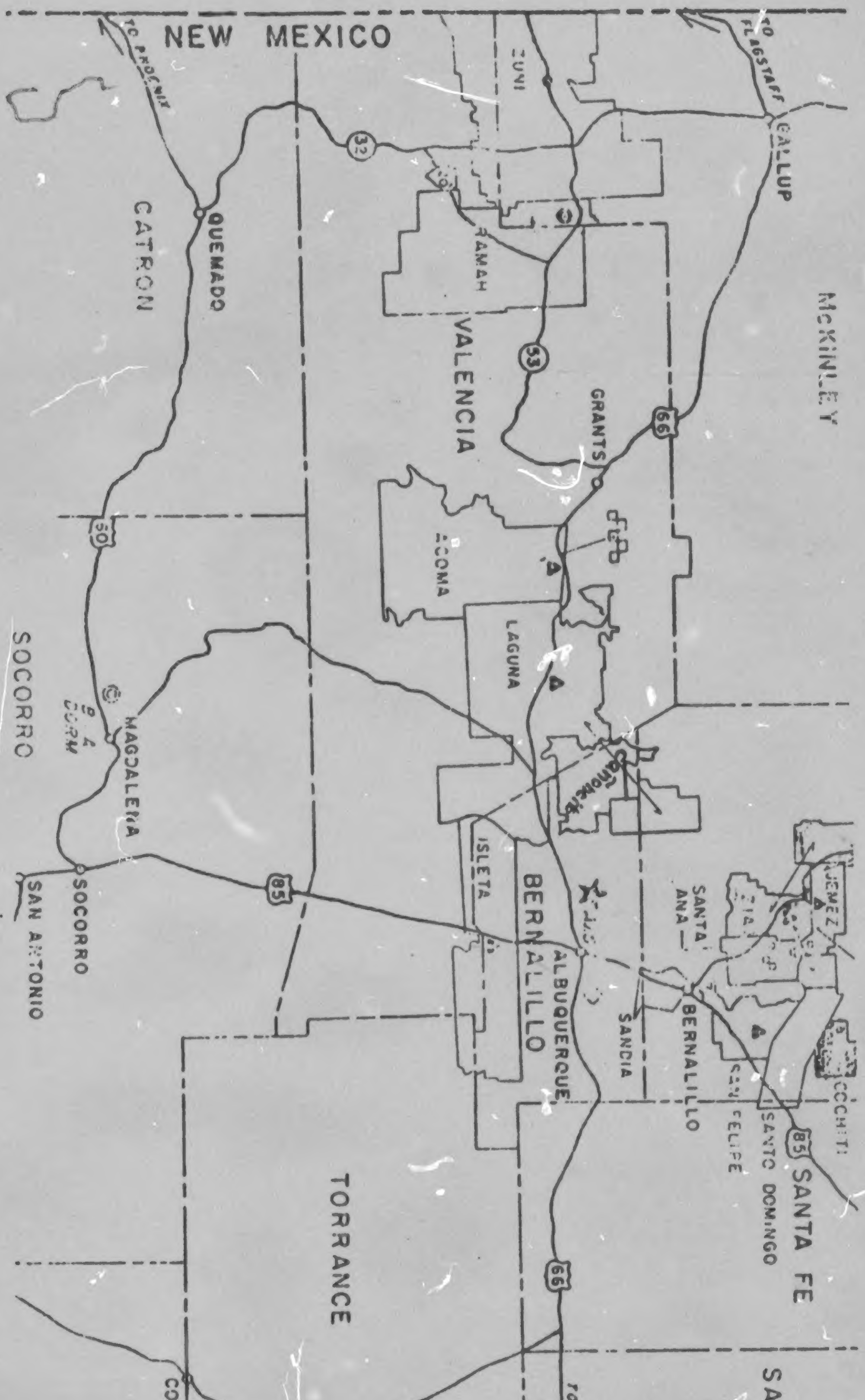
Laguna Community Library (Tribal)	one aide
Laguna-Acoma High School (Public)	one aide

Ramah

Ramah High School (Tribally contracted from B.I.A.)	one aide

Zuni

Zuni Learning Center (Tribal)	two aides
Zuni Elementary (Public)	one aide
Towa Yallane Elementary (Public)	one aide
Zuni High School (Public)	one aide


NEW MEXICO
TO PHOENIX
TO FLAGSTAFF
ZUNI
GALLUP
McKINLEY
CATRON
QUEMADO
RAMAH
VALENCIA
32
53
GRANTS
66
ACOMA
LAGUNA
SOCORRO
MAGDALENA
60
ISLETA
BERNALILLO
85
SOCORRO
SAN ANTONIO
ALBUQUERQUE
SANTA ANA
JEMEZ
SANDIA
BERNALILLO
SAN FELIPE
COCHITI
SANTO DOMINGO
SANTA FE
TORRANCE
66
SAN MIGUE
TO SANTA ROSA
CORONA
VAUG

THE CURRICULUM

Introduction

The eighteen hours of library and audiovisual courses were adequate to provide the participants with enough basic knowledge and skills to enable them to operate a school or community library at least at a minimal level. Two of the aides (at Zuni High School and Laguna-Acoma High School) will continue to work under the supervision of a professional, i.e., New Mexico certified, librarian.

All but one of the aides (Mary Koteen) who completed the Institute plan to continue their education and eventually obtain a Bachelor's degree with library science certification.

The practicum (Ed. Fnds. 351) proved to be one of the most beneficial aspects of the Institute. It allowed the training to be flexible, to meet individual needs and to be relevant. These are three elements not often found in traditional library science programs. It gave the participants purpose and meaning. Their opportunity to reinforce their course work through immediate application proved to be a valuable experience. It gave the student a tutorial relationship with the instructor and provided them with the opportunity to ask questions and to observe theory in practice.

One negative aspect of the Practicum was that the libraries the aides worked in were by no means exemplary, thus imposing a limit on the practicum experiences.

Another negative factor is that only two of the aides will continue their work under professional supervision. The others will therefore be on their own after completion of the Institute. There is no one they can go to in search of assistance or answers to their questions.

One of the most difficult tasks facing the instructors in this on-site training program was the lack of audiovisual equipment at the instructional sites. This presented serious problems, particularly in teaching Library Science 432, "The Production of Audiovisual Materials". In an attempt to alleviate this problem the aides at Laguna, Acoma and Canoncito (instructed by Pat Carr) were asked to drive to Albuquerque to use facilities at the College of Education, University of New Mexico. This put an extra burden on both the instructor and these aides, as it involved a two hour drive and a lot of extra time. There seemed to be no easy solution to this problem.

Course outlines and a few sample lesson plans are included in this report to give an overview of the content of the training program. The Library Science 429 Workshop taught in the Spring consisted of mini courses focusing on reference and administration because it was felt by the Director that it was better to give the aides some exposure to various areas of library science than to ignore them completely. There was not time in the Institute to cover in depth all of the subject areas that needed to be covered.

THE CURRICULUM

Fall Semester

L. Sc. 437	Selection of Materials for Libraries and Media Centers
L. Sc. 427	Cataloging and Classification
Ed. Fdns. 247	Practicum

Spring Semester

L. Sc. 432	Production and Utilization of Audiovisual Materials
L. Sc. 429	Workshop - Reference and Administration
Ed. Fnds. 251	Practicum

Summer Semester

L. Sc. 351	Problems - Children's Literature
L. Sc. 433	Audiovisual Methods and Technology

PRACTICUM SCHEDULE

Pat Carr

Monday morning	McCarty's (Ms. Garcia)
Monday Afternoon	Laguna (Ms. Wacondo)
Tuesday morning	Canoncito (Ms. Fernando, Mr. Werito)
Wednesday morning and afternoon	L-A High School (Ms. Koteen, Ms. Kiro)
Thursday morning (every other week)	Grants High School (Ms. Adams)

Debbie Herring

Wednesday morning	Zuni Elementary (Ms. Rose Wyaco) 9:00-12:00
Wednesday evening	Towa Yallane (Marian Laweka) 3:30-6:00 1:00-6:00 class
Tuesday afternoon	Learning Center (Pam Tekala, Mavis Peynesta) 1:00-5:00
Thursday morning	Learning Center (9:00-12:00

Library Science 437
Selection of Materials for
Libraries and Media Centers

PURPOSE: To introduce the student to general principles of materials (print and non-print) selection and evaluation, basic selection tools, and the application of this knowledge to specific library situations.

COURSE OBJECTIVES: After instruction the student will be able to:

1. Write a community analysis.
2. Compile a list of objectives based on needs and wants.
3. Write a selection policy.
4. Select, evaluate or recommend materials appropriate to their library within budget constraints.

COURSE REQUIREMENTS:

Assignment	% of Grade	Date Due
Community analysis		September 11, 1974
Survey and objectives	10%	October 16, 1974
Selection policy		October 16, 1974
Mid-term examination	25%	October 16, 1974
Annotations		October 30, 1974
Evaluations of selection tools		
Selection project	40%	December 18, 1974
Final examination	25%	December 18, 1974

COURSE OUTLINE

September 4	Introduction to course Selection terms Community analysis Determining needs and wants (surveys, etc.) Types of formats (books, periodicals, films, maps, etc.)
September 11	Selection policies and censorship
September 18	Selection criteria and evaluation Evaluating fiction
September 25	Selection criteria and evaluation Evaluating non-fiction

Library Science 437
Course Outline Continued
Page 2

October 2	Criteria for evaluating minority materials
October 9	Selection of non-book materials
October 16	Review and mid-term examination Turn in all assignments to date
October 23	Book reviews, reviewing notes and annotations
October 30	Book reviews, etc. (continued)
November 6	Selection tools
November 13	Selection tools
November 20	Selection tools
November 27	Selection tools
December 4	Building, maintaining and weeding a collection
December 11	Review Class time for project
December 18	Final examination

Library Science 437
Fall, 1974

Lesson Plans

September 4, 1974

TOPIC: Introduction

CONCEPTS: Students must know meaning of terms related to selection in order to comprehend instruction.

Selection of materials is done on the basis of needs and wants of those using the library. One must first determine what those needs and wants are, through means of surveys, statistics, questionnaires, use, curriculum, and by talking with clients and prospective clients.

A good collection is built with community (school) needs in mind as well as local and state resources from which one can draw.

OBJECTIVES: After instruction the student will be able to:

1. Define and use appropriately given terms from the ditto handout, "Selection Glossary".
2. Write an analysis of own community.
3. Determine individual library needs based on survey and own assessment.
4. Initiate and maintain resource file.

LEARNING ACTIVITIES:

1. Complete registration forms.
2. Go over course outline and course requirements.
3. Go over "Selection Glossary".
4. Explanation of community analysis and class work on individual assignment.
5. Discussion of means of determining needs and wants and explanation of assignment.

MATERIALS USED: (ditto sheets)

Course outline
Glossary
Community analysis outline

Library Science 437
September 4, 1974

Lesson Plans (continued)

EVALUATION:

It's going to be a good group. No one accepts anything I say unless they understand it. They are comfortable asking questions.

ASSIGNMENT:

Read "Not Censorship But Selection".

COMMUNITY ANALYSIS

OUTLINE

I. Name of Library

II. Type of Library (public, school, university, private, etc.)

- Purpose
- Size
- Location (City, town, country, suburb, rural, within school, etc.)
- Relation to other library facilities
    - Include all library resources available within state

III. Library Services

- Objectives
- Types (adult, juvenile, young people, reference, bookmobile, branch, request or reference departments, decentralized collections, classroom collections, etc.)

IV. Government

- Tribal (names, addresses, phone numbers of all tribal officials and agencies such as housing, planning commission, police department, etc.)
- Local (county commissioner, sheriff, etc.)
- Regional (AIPC members, address, etc.)

V. Community Change Factors:

- Population, age levels, religious backgrounds, etc.
- Housing
- Industry (number, type, number employed, unemployment, and other economic factors)
- Transportation
- Educational and cultural: (higher/continuing education, adult education; vocational education; Headstart programs; day-care centers; bilingual programs; arts and crafts centers; number and kinds of schools, etc.)
- Social Services: (Bureau of Indian Affairs, Public Health, Office of Economic Opportunity, Community Action Program, County Agent, Liaison Officer, etc.)
- Emergency Services: (hotlines, crisis centers, drug or alcohol abuse centers; local counselor service, etc.)

VI. Media:

- Newspapers
- Radio
- TV

LIBRARY SURVEY

DIRECTIONS: Your help is needed to determine which types of library materials and services would be most useful in your own community library.

Please answer the following questions based on your own personal preferences. You may check as many blanks as apply to you.

PERSONAL DATA

Place of residence: Village of ______________________________

Indicate your age group: 15-20____21-30____31-40____41-60____ 60-Over____

What is your highest grade level completed in school or college? ___________________

Male_____ Female_____

LIBRARY USE

Which of the following library services have you used within the past three months?

Bookmobile____ Albq. Public Lib.____ Grants Public Lib.____
College Lib.____ Other (name)______________________

I would probably use a community library:

daily____weekly____monthly____sometimes____never____

Other members of my family would probably use the library:

Yes____ No ____

The library hours most convenient for my use would be:

morning____ afternoon____ evening____

Which of the following day(s) would be easiest for you to use the library? Mon.____ Tues.____ Weds.____ Thurs.____
Fri.____ Sat.____ Sun.____

COMMENTS

Please add any comments you wish to make:

September 11, 1974

TOPIC: Selection policies and censorship

CONCEPTS: A written, board-approved materials selection policy will provide a statement of philosophy and objectives, define the role of those who share the responsibility for selection, set forth criteria for selection, outline techniques for application of the criteria, provide a procedure for the consideration of objections to the use of particular materials.

Censorship of literature is as old as literature itself. To combat censorship efforts every library should take certain measures to clarify policies and establish community relations.

PURPOSE: To show students content of a selection policy and to help them distinguish between censorship and selection.

LEARNING ACTIVITIES: Discussion of article "Not Censorship But Selection." Discussion of censorship and purpose(s) of a written selection policy based on examination of materials handed out in class.

OBJECTIVES: After instruction the student will be able to:

1. Explain the difference between censorship and selection.
2. List two purposes of a selection policy.
3. Write a selection policy for own library, using models as guides.

MATERIALS:

Ditto: Purpose, Development, Content of a Materials Selection Policy
Sample (District) Selection Policy for a School Media Center
Sample (School) West Mesa H.S. Media Center Selection Policy
Sample (Community) Standing Rock Tribal Library Materials Selection Policy

Xerox: Policies and Procedures for Selection of Instructional Materials (ALA, 1970)
"Not Censorship But Selection" from WILSON LIBRARY BULLETIN, September, 1953 (Lester Asheim)
"What to do Before the Censor Comes -- And After (ALA, Newsletter on Intellectual Freedom, March, 1972)

TOPIC: Selection policies and censorship

EVALUATION: Discussion of "Not Censorship But Selection" proved effective; no one had gotten anything until it was discussed in class.

ASSIGNMENT: Write a selection policy for own library, using models as guides. Due: October 16, 1974.

Library Science 427
Cataloging and Classification

COURSE OUTLINE

REQUIREMENTS:

Class work and participation	20%	
Mid term examination	30%	October 14
Final examination	50%	December 16

September 9	Introduction, terms, reading a book technically
September 16	General rules -- entry; heading for persons and corporate bodies
September 23	Uniform titles; analytics; filing; shelf list card, etc.
September 30	Non-book materials
October 7	Non-book materials
October 14	Review and mid-term examination
October 21	Introduction to classification
October 28	Dewey decimal system
November 4	Dewey decimal system
November 11	Subject headings - Sears
November 18	Subject headings - Sears
November 25	Descriptive cataloging and classification -- practice
December 2	Cataloging services and routines (filing; commercial cataloging; aids)
December 9	Review
December 16	Final examination

Library Science 432 Spring, 1975

Production of Audiovisual Materials

PURPOSE: There are times when materials to meet specific needs and objectives are not commercially available. Even when they are commercially available, some materials may be prepared faster and/or more inexpensively locally. It is the purpose of the course to enable each student to acquire the competencies needed to plan and produce A-V materials.

ATTENDANCE: No provision will be made for making up missed classes; therefore attendance is MANDATORY. Some classes must be held at UNM on Saturday because of lack of facilities and equipment elsewhere. A schedule will be worked out to be as mutually convenient as possible. However, it is each student's responsibility to attend all classes.

COURSE REQUIREMENTS:

1. Attend all classes.
2. Meet objectives listed on course outline.
3. Individual project using two different media.
   a. Objectives (a-d projects will be covered in methods
   b. Content Outline class)
   c. Storyboard
   d. Script, if necessary (a-d projects are due March 19)
   e. Final project due May 7, 1975

GRADES

Attendance and daily objectives and quizzes	25%
Mid-term and Final exams	25%
Final project	50%

COURSE OUTLINE

UNIT I OPERATION OF EQUIPMENT

OBJECTIVES: AFTER instruction, the student will be able to operate or set up:

1. S8mm reel to reel projector
2. 16mm projector
3. slide projector
4. ½" reel to reel tape recorder
5. cassette recorder
6. overhead projector
7. filmstrip projector

PROJECT: After instruction, the student will for evaluation set up and operate given equipment.

UNIT II AUDIO TAPE RECORDING

OBJECTIVES: After instruction, the student will be able to:

1. Prepare for and make an audiotape recording
2. Use proper magnetic recording tape
3. Edit (splice) audio tape
4. Use patch cord

PROJECTS: The student will for evaluation:

1. Make a voice recording (reel to reel tape recorder)
2. Transfer recording from reel to reel tape recorder to cassette recorder
3. Use patch cord to put record onto tape

UNIT III GRAPHICS -- LETTERING

OBJECTIVES: After instruction, the student will be able to:

1. Letter with Wrico templates objectives for final class
2. Use dry transfer letters
3. Enlarge or reduce by the grid method
4. Prepare a paste-up for photographing

PROJECTS: After instruction, the student will produce for evaluation:

1. An example of Wrico lettering
2. An example of dry transfer lettering
3. An enlargement or reduction of a drawing, by the grid method
4. A paste-up for photographing
5. Make a poster
6. Make a transparency master

UNIT IV TRANSPARENCIES

OBJECTIVES: After instruction, the student will be able to:

1. Produce transparencies using the diazo method
2. Produce transparencies using the thermal transfer method
3. Produce transparency overlays
4. Use color adhesive on transparencies
5. Produce a picture transfer transparency

PROJECTS: After instruction, the student will produce for evaluation:

1. A transparency by thermal transfer
2. A transparency by diazo with overlays and/or color adhesive
3. A picture transfer transparency (student must bring clay-coated picture)

UNIT V PHOTOGRAPHY

OBJECTIVES: After instruction, the student will be able to:

1. Use copy stand with close up lens
2. Use light meter
3. Load 35mm film in cassettes
4. Load 35mm film into camera, select shutter speed, select F stop, focus, use correct lighting and composition
5. Develop 35mm film by tank method and make prints (if time permits)
6. Edit and splice 8mm or 16mm film

PROJECTS: After instruction, the student will produce for evaluation:

1. Select appropriate combination of shutter speed and F stop to produce well-exposed slides when given a film speed
2. One slide demonstrating maximum depth of field and one slide minimum depth of field
3. Produce a well-exposed slide
4. Shoot examples of S8mm using various basic shots and angles
5. Produce a splice

UNIT VI GRAPHICS -- DRY MOUNTING/LAMINATING

OBJECTIVES: After instruction, the student will be able to:

1. Dry mount materials
2. Rubber cement mount materials
3. Laminate materials
4. Apply dry backing cloth to materials
5. Produce thermal ditto master and regular ditto master

PROJECTS: After instruction, the student will produce for evaluation:

1. Dry mount (student must bring 3 pictures for mounting)
2. Permanent rubber cement mount
3. Lamination
4. Dry cloth mount
5. Copy from both thermal master and typed or "regular" ditto master (for students with no experience only)

Lib. Sci. 432
PRODUCTION OF AUDIOVISUAL MATERIALS

Spring, 1975

LESSON PLANS

February 1, 1975
at UNM

TOPICS: Operation of Equipment and Audio Tape Recording

PURPOSE: It is essential for each student to be able to operate the following equipment whether using commercial or self-produced materials.

MATERIALS: Hardware listed on course outline
Software for use with hardware

OBJECTIVES: After instruction the student will be able to operate or set up:

1. S8mm reel to reel projector
2. 16mm projector
3. slide projector
4. ½" reel to reel tape recorder
5. cassette recorder
6. overhead projector
7. filmstrip projector

LEARNING ACTIVITIES: After instruction each student will set up and operate the equipment listed above.

PRINTED MATERIALS:

Diagrams of tape recorders and overhead projector
Equipment Operation Checklist

UNIT II AUDIO TAPE RECORDING

MATERIALS:

Kemp p. 129-134, 159-160
Reel to reel tape recorder
Cassette recorder
Patch cord
Recording tapes
Cassettes
Splicer
Scotch tape

OBJECTIVES: After instruction the student will be able to:

1. Prepare for and make an audiotape recording.
2. Edit (splice) audio tape.
3. Use a patch cord.

LEARNING ACTIVITIES: Each student will

1. Make a voice recording (reel to reel tape recorder).
2. Transfer recording from reel to reel tape recorder to cassette recorder.
3. Use patch cord to put record onto tape.

EVALUATION:

Students did not operate a 16mm projector because we didn't have a 16mm film. We did not have time to splice an audio tape.

Library Science 433

AV METHODS/UTILIZATION OF AV MATERIALS (mini-course)
Summer, 1975

PURPOSE: The purpose of this course is to provide the student with basic principles of utilization, design fundamentals, and with advantages and disadvantages for each type of media.

REFERENCES:

Brown, James Wilson. AV INSTRUCTION. 4th ed. McGraw-Hill, 1973.

Dale, Edgar. AUDIOVISUAL METHODS IN TEACHING. 3rd ed. Dryden, 1969.

ATTENDANCE: Attendance was a problem for some of you last semester. Each class is the equivalent of one week (3 sessions) of a regular UNM class; therefore, any student missing more than one (1) class will have his final grade lowered one (1) letter, e.g., from an A to a B.

GRADES: In addition to the requirement mentioned above, grades will be based on scores on quizes and the final exam. Since this is a mini-course and lasts only half a semester, your final exam will be given March 16, 1975.

The grade you receive for this course will be averaged with the final grade you receive for the administration course (to be given the second half of the semester). This will be the grade entered in your record.

COURSE OUTLINE

UNIT I	Cone of experience and general principles of utilization
UNIT II	Utilization of audio materials
UNIT III	Display and design fundamentals
UNIT IV	Behavioral objectives and content outline
UNIT V	Storyboard
UNIT VI	Graphic materials
UNIT VII	Still pictures
UNIT VIII	Transparencies
UNIT IX	Films/filmstrips
UNIT X	Games/simulations
March 16, 1975	Review and Final Exam.

Library Science 429

Workshop - Administrative

Summer, 1975

LESSON PLANS

March 31, 1975

TOPIC: Introduction to Administration

PURPOSE: The purpose of this class is to learn what the student knows about the librarian as an administrator and what he wants to learn about running a library. The student will also be introduced to basic administrative duties and management principles as well as course requirements.

CONCEPTS:

1. An administrator
    a. Plans
    b. Implements
    c. Evaluates
    d. Explains -- public relations

2. Basic management principles include
    a. Defining objectives -- making decisions
    b. Checking progress -- control
    c. Communication
        (1) Vertical
        (2) Horizontal

OBJECTIVES: After instruction the student will be able to:

1. List 3 or 4 general duties of an administrator.

2. Apply basic principles of management in running own library.

MATERIALS: (dittos)

1. Course requirements
2. "As an Administrator, the Librarian . . ."
3. "Management Principles" in Dyer, C., THE ROLE OF SCHOOL LIBRARIANS IN EDUCATION

LEARNING ACTIVITIES:

1. Discuss course purpose and requirements.
2. Discuss arrangements for Albuquerque and Santa Fe field trips.

Library Science 429: Workshop - Administrative
Lesson Plans
Page 2

LEARNING ACTIVITIES (continued):

3. Each student will write (1) his idea of what a librarian as an administrator does, and (2) what he wants to know about running a library.
4. Discuss what students have written and handouts numbers 2 and 3.

ASSIGNMENT:

1. Using "Library Policies" handout as an example, prepare a set of policies for own library.
2. Read "Budget" and prepare a budget request.

Library Science 429 REFERENCE

Lesson Plans Summer, 1975

PURPOSE: The purpose of this course is to acquaint each student with different types of reference books and the kinds of information to be found there.

COURSE OBJECTIVES: After instruction the student will be able to:

1. Name one reference book in 8 of 10 categories within 10 minutes with 100% accuracy.
2. List a reasonable source for answering twelve reference questions with 80% accuracy. Time: 15 minutes
3. Compile a list of reference books suitable for his own library.

June 10, 1975

TOPICS: Course introduction; overview of dictionaries and encyclopedias

CONCEPTS:

1. Reference work involves answering specific questions brought by library patrons.
2. A reference book is a book to be consulted for some definite information rather than for consecutive reading.
3. Continutous revision is the policy of making changes in each new edition without revising or changing the entire work. It is used most commonly for encyclopedias.

DITTO HANDOUTS:

1. Course outline
2. Pre test
3. Criteria for judging encyclopedias
4. Dictionary worksheet
5. How to study a reference book

MATERIALS:

Dictionaries:
COMPACT EDITION OF THE OXFORD ENGLISH DICTIONARY
WORLD BOOK DICTIONARY
WEBSTER'S SEVENTH NEW COLLEGIATE DICTIONARY
THORNDYKE BARNHARDT JUNION DICTIONARY
AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE

Encyclopedias: Those examined are included on the summary list

LEARNING ACTIVITIES:

1. Explanation of concepts.
2. Discussion of course---purpose, format, requirements
3. Pre test: each student is asked to name a reference book in each of 10 categories. The same test will be given at the end of the course.
4. Examination of dictionaries.
   Directions: Using the worksheet given you, examine the dictionaries and determine which dictionaries have the features needed to complete the questions. For example, do any or all of the dictionaries give pronounciation, parts of speech and the like. You do not need to answer the questions themselves. Also examine the dictionaries for special features such as currency values, usage, weights and measures, and the like.

5. Discussion of "Criteria for Judging Encyclopedias" with examples.
6. Each student will compare three sets of encyclopedias by looking up one subject in each encyclopedia, using the above criteria as the basis.

Library Science 351 - Problems

CHILDREN'S LITERATURE AND STORYTELLING

LESSON PLANS

July 15, 1975

TOPIC: Storytelling

CONCEPT: Storytelling is an important tool for librarians. Children love to listen to a good story that is well told.

OBJECTIVES: Student will be able to:

1. Explain the difference between storytelling and reading aloud.
2. List at least three values of storytelling.
3. Select an appropriate story to tell.
4. Prepare and tell a story with an appropriate visual aid.

LEARNING ACTIVITY: Visit to Griegos Branch Library for storytelling session.

ASSIGNMENT: Read excerpt from Arbuthnot, CHILDREN AND BOOKS, pp. 650-658.

EVALUATION: Field trip was well worth while. The librarian showed the students some hand puppets and cut-outs used for different stories. She told stories using visual aids and showed a filmstrip to a group of children. All of this helped the students to see how an expert presents various stories and how the children reacted.

July 17, 1975

TOPICS: Introduction to course; selection sources; Children's needs; Criteria for evaluating books

CONCEPTS AND OBJECTIVES: Listed on individual handouts

MATERIALS: (dittos)

1. Course outline
2. Extra Credit Readings and Reports
3. Children's needs
4. Criteria for evaluating books

LEARNING ACTIVITIES:

1. Discussion of handouts
2. Examination of various picture books in terms of children's needs met and criteria for evaluating books.

EVALUATION: Need to do a lot of evaluations of various books in class, but they are beginning to get the idea by the end of class.

INTERNAL EVALUATION

Introduction

Three primary methods of internal evaluation were used. They were: (1) a student evaluation of the instructors; (2) an evaluation of the participants by the supervisor; and (3) an evaluation of the participants by the instructor. Composites of the students' evaluations of the two instructors for two semesters are included in this report. Samples of the other forms are included also.

As can be noted by the participants' (students') evaluations, a distinct change in attitude toward Mrs. Carr's instructional ability appears in the Spring semester. This semester included the Library Science 432 Production of Audiovisual Materials course, which seemed to have been the greatest source of the apparent dissatisfaction. Several reasons for difficulty surrounding this course included: (1) none of the sites where the participants worked had adequate audiovisual equipment to be used for instructional purposes; (2) facilities which housed AV equipment were acquired at the University, but this meant giving up a Saturday, driving for two hours or more, and other inconveniences for the aides.

Another apparent reason for the aides being upset with this course was Mrs. Carr's own difficulty and lack of proficiency with audiovisual equipment. According to one aide, interviewed later, when Mrs. Carr encountered problems with equipment she became very short of patience and in some cases dismissed the classes early. The aides were naturally disappointed since they had put a great deal of effort into getting to class and really wanted to learn to become proficient with audiovisual equipment. The Director was not made aware of this situation until the semester was over, and by then it was too late to apply corrective measures. On the basis of this experience, it seems obvious that some type of mid-semester evaluation of the course and the instructor should be conducted in any future training Institutes.

THE UNIVERSITY OF NEW MEXICO □ ALBUQUERQUE, NEW MEXICO 87131
COLLEGE OF EDUCATION □
TELEPHONE 505: 277

December 12, 1974

Dear

It is a standard practice in our courses here at U.N.M. to have the students evaluate the course and the instructor. So I'm asking you to complete the enclosed forms and return them to me. I'm asking you to fill out only one set rather than one for each course as we usually do here.

Please do not sign your name as we would rather not know who each form belongs to.

These evaluations will be used to help us improve the courses so please be honest.

I congratulate all of you on completing the first semester and I look forward to the next one.

Until later - Thanks-

Lotsee Smith
Project Director

LS:dms

Debbie Herring
Fall Semester 1974

SUMMARY

STUDENT EVALUATION SCALE

Directions: Do not sign your name to the questionnaire. Indicate your evaluation of the teaching and learning situation in this class by placing a circle around the appropriate number for each item, using the following system:

5	4	3	2	1	0
Outstanding	Above Average	Average	Below Average	Poor	If undecided or no opportunity to observe

		5	4	3	2	1	0
1.	Ability to create interest in the subject matter and to stimulate thinking	1	3	1			
2.	Value of lectures and class activities to *your* understanding	2	2	1			
3.	Value of outside assignments to understanding of the course	3	1	1			
4.	Teacher's knowledge of her subject matter	5					
5.	Demonstration of knowledge through teaching	3	1	1			
6.	Organization and presentation of course material	1	3	1			
7.	Ability to simplify and explain complex subject matter	3	1	1			
8.	Accessibility and willingness of teacher to help students individually	3	2				
9.	Impartiality and fairness in dealings with students	2	2				
10.	Well-balanced coverage of course material in tests	2	2	1			
11.	Fairness in grading of tests	2	1	1			
12.	Return of tests within a reasonable length of time	1	1	1	1		1
13.	Effective use of textbooks and/or supplementary material to enhance student learning	2	1	2			
14.	General appearance of teacher (neat, clean, well-groomed)	3	2				
15.	Willingness to allow students to express their views	4	1				
16.	Considering everything, evaluate the teacher's general teaching effectiveness	2	2				
17.	Considering everything, compare the teacher's effectiveness with that of other courses of this type	2		2			

Fall Semester, 1974

SUMMARY

STUDENT EVALUATION OF TEACHING AND LEARNING

Directions: This questionnaire is designed to get your judgments on the value of this course and to help your teacher to improve her teaching effectiveness. Please give your frank opinion in responding to the questions below. Do not put your name on this paper or make any other marks on the paper that could identify you.

1. What do you regard as the course's major strengths?

   See next page

2. What do you regard as the course's major weaknesses?

   See next page

3. What suggestions would you offer for improvement?

   See next page

4. Considering the teacher as a person, as well as a teacher, what changes would you recommend that she make in her personal behavior, her traits, her mannerisms, her approach to students?

   See next page

5. Does the teacher have any annoying habits, either of speech or action, that you wish she would change? If so, please name them.

   See page after next

6. What is the general "climate" of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?

   See page after next

7. How would you recommend that the evaluation procedures used in this course be improved?

   See page after next

8. Draw a circle around the X that most nearly expresses your feeling about the course.

Very Satisfied	Quite Satisfied	So-so	Somewhat Dissatisfied	Very Dissatisfied
X	X	X	X	X
3	2			

1. What do you regard as the course's major strenghts?

   a. Her material- texts or books rather, the practice that she gave us with actually making cards, finding numbers, etc.

   b. The qualify teacher, ways we can help each other, cooperation, the course is well helping to us. I like the contents that it has, wide variety of useable staffs, that it's helping us a great deal in our work.

   c. The papers she hands out regarding the subject matter we are studing is a great help to me. During the week when she isn't around I can just look up what I don't understand.

2. What do you regard as the course's major weaknesses?

   a. Everything was A-ok! We, at times, didn't have enough books but we managed.

   b. The only weakness I see is that sometimes we need toxtbooks for the course, and we all don't have one, so usually end up with runned off materials. Not too bad tho'.

   c. Although we have 2 hours a day it is not enough time to really study. I would like to spend a little more time on some subjects but with limited time we must go on.

3. What suggestions would you offer for improvement?

   a. More books.

   b. I have nothing to say here, I like the way it is now. But if there is some to be made, I'm sure I'll still go along with it too.

   c. (1) Not enough time; we should get started right at 3:30 even though some have not arrived.

4. Considering the teacher as a person, as well as a teacher, what changes would you recommend that she make in her personal behavior, her traits, her mannerisms, her approach to students?

   a. None

   b. None she is friendly, very understanding. I have no complaints in this line. I'm well satisfy with her way of teaching etc.

   c. None

5. Does the teacher have any annoying habits, either of speech or action, that you wish she would change? If so, please name them.

   a. None - we used to tease her about the way she talked but we still wouldn't change her. She's a good person and I liked her as an instructor.

   b. No

   c. At first it used to annoy me but I guess I got used to it. She always said "okay" after every sentence she spoke.

6. What is the general "clomate" of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?

   a. It was very good - friendly and relaxed - because we had most of the resources we needed for these courses because we were in a library.

   b. It's relaxed, warm and friendly, I like it that way.

   c. Relaxed

   d. Very relaxed and friendly. Having few people in the class helps us get to know and help each other.

7. How would you recommend that the evaluation procedures used in this course be improved?

   a. Looks ok to me.

   b. Nothing. Except that I want to repeat the course of Cataloging. Oh! maybe use some examples, or written illustrations, like for classifying, sometimes I get lost on that.

   c. Not make it so complicated.

   d. This is ok

Patricia Carr
Semester - Fall

SUMMARY

STUDENT EVALUATION SCALE

Directions: Do not sign your name to the questionnaire. Indicate your evaluation of the teaching and learning situation in this class by placing a circle around the appropriate number for each item, using the following system:

5	4	3	2	1	0
Outstanding	Above Average	Average	Below Average	Poor	If undecided or no opportunity to observe

	5	4	3	2	1	0
1. Ability to create interest in the subject matter and to stimulate thinking	3	2	1			
2. Value of lectures and class activities to *your* understanding		4	2			
3. Value of outside assignments to understanding of the course	1	3	2			
4. Teacher's knowledge of her subject matter	4	1				1
5. Demonstration of knowledge through teaching	3	1	1			
6. Organization and presentation of course material	2	4				
7. Ability to simplify and explain complex subject matter	4	2				
8. Accessibility and willingness of teacher to help students individually	4	2				
9. Impartiality and fairness in dealings with students	4	2				
10. Well-balanced coverage of course material in tests	4	2				
11. Fairness in grading of tests	3	3				
12. Return of tests within a reasonable length of time	3		3			
13. Effective use of textbooks and/or supplementary material to enhance student learning	4	2				
14. General appearance of teacher (neat, clean, well-groomed)	5	1				
15. Willingness to allow students to express their views	4	1	1			
16. Considering everything, evaluate the teacher's general teaching effectiveness	3	3				
17. Considering everything, compare the teacher's effectiveness with that of other courses of this type	3	3				

Pat Carr
Fall, 1974

SUMMARY

STUDENT EVALUATION OF TEACHING AND LEARNING

Directions: This questionnaire is designed to get your judgments on the value of this course and to help your teacher to improve her teaching effectiveness. Please give your frank opinion in responding to the questions below. Do not put your name on this paper or make any other marks on the paper that could identify you.

1. What do you regard as the course's major strengths?

   See next page

2. What do you regard as the course's major weaknesses?

   See next page

3. What suggestions would you offer for improvement?

   See next page

4. Considering the teacher as a person, as well as a teacher, what changes would you recommend that she make in her personal behavior, her traits, her mannerisms, her approach to students?

   See next page

5. Does the teacher have any annoying habits, either of speech or action, that you wish she would change? If so, please name them.

6. What is the general "climate" of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?

   See next page

7. How would you recommend that the evaluation procedures used in this course be improved?

8. Draw a circle around the X that most nearly expresses your feeling about the course.

Very Satisfied	Quite Satisfied	So-so	Somewhat Dissatisfied	Very Dissatisfied
X	X	X	X	X
(4)	(2)			

Answers to questions on back

1. What do you regard as the course's major strengths?

   (a) First and second courses I like better because of learning a new cataloging and material.

   (b) Cataloging - classifying.

   (c) Cataloging, classifying, and book selection.

   (d) Everything we have learned from start up to now.

2. What do you regard as the course's major weaknesses?

   (a) Evaluation of selection tools.

3. What suggestions would you offer for improvement?

   (a) If I have more time in course or rather more hours of courses.

   (b) Perhaps spend less time on writing annotations and begin examining selection tools earlier.

4. Considering the teacher as a person, as well as a teacher, what changes would you recommend that she make in her personal behavior, her traits, her mannerisms, her approach to students?

   (a) Return our papers as soon as she grades them, so we can keep on file.

6. What is the general "Climate" of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?

   (a) All said warm, friendly and relaxed.

Mrs. Carr has done a good job, and I feel it does not need any changes.

SUMMARY

Pat Carr
Spring 1975

STUDENT EVALUATION SCALE

Directions: Do not sign your name to the questionnaire. Indicate your evaluation of the teaching and learning situation in this class by placing a circle around the appropriate number for each item, using the following system:

5	4	3	2	1	0
Outstanding	Above Average	Average	Below Average	Poor	If undecided or no opportunity to observe

		5	4	3	2	1	0
1.	Ability to create interest in the subject matter and to stimulate thinking		1	2	2		
2.	Value of lectures and class activities to *your* understanding			4		1	
3.	Value of outside assignments to understanding of the course			1	2	2	
4.	Teacher's knowledge of her subject matter			1	2	2	
5.	Demonstration of knowledge through teaching			1	2	2	
6.	Organization and presentation of course material			3	1	1	
7.	Ability to simplify and explain complex subject matter		1	4			
8.	Accessibility and willingness of teacher to help students individually			4		1	
9.	Impartiality and fairness in dealings with students		1		2	2	
10.	Well-balanced coverage of course material in tests			5			
11.	Fairness in grading of tests		2	2	1		
12.	Return of tests within a reasonable length of time		3	2			
13.	Effective use of textbooks and/or supplementary material to enhance student learning			3	2		
14.	General appearance of teacher (neat, clean, well-groomed)	1	4				
15.	Willingness to allow students to express their views		2	1	2		
16.	Considering everything, evaluate the teacher's general teaching effectiveness		2		2	1	
17.	Considering everything, compare the teacher's effectiveness with that of other courses of this type		1	2			2

Pat Carr
Spring, 1975

SUMMARY

STUDENT EVALUATION OF TEACHING AND LEARNING

Directions: This questionnaire is designed to get your judgments on the value of this course and to help your teacher to improve her teaching effectiveness. Please give your frank opinion in responding to the questions below. Do not put your name on this paper or make any other marks on the paper that could identify you.

1. **What do you regard as the course's major strengths?**

   The practicum and the objectives.

2. **What do you regard as the course's major weaknesses?**

   Not enough communication, the demonstrations, the teacher's lack of knowledge.

3. **What suggestions would you offer for improvement?**

   A better teacher and more practicum work.

4. **Considering the teacher as a person, as well as a teacher, what changes would you recommend that she make in her personal behavior, her traits, her mannerisms, her approach to students?**

   Not enough patience, brings personal problems to the classroom,

5. **Does the teacher have any annoying habits, either of speech or action, that you wish she would change? If so, please name them.**

   Bad temper, not much tact, and three "no's"

6. **What is the general "climate" of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?**

   Warm, friendly, tense, friendly when the teacher is in a good mood., OK.

7. **How would you recommend that the evaluation procedures used in this course be improved?**

   Three no recommendations, that the Director visit some of the classes, inform people about the library and get them interested.

8. **Draw a circle around the X that most nearly expresses your feeling about the course.**

Very Satisfied	Quite Satisfied	So-so	Somewhat Dissatisfied	Very Dissatisfied
X	X	X	X	X
	2		3	

SAMPLE

EVALUATION
Library Institute Participant
by Supervisor

NAME OF LIBRARY ______________________

NAME OF SUPERVISOR ______________________

NAME OF STUDENT ______________________

DATE ______________

Would you kindly comment on the following areas of student performance as a trainee from the Library Institute during his work period at your library?)
Please use additional paper as needed.

1. Suitability for library work: (temperament, attitude, interest etc.)

2. Readiness to learn, adjustment to work enviroment, eagerness to try, etc.

3. Ability to learn: are there tasks for which the student seems more fitted than others? i.e. direct service to public, typing, cataloging support, book processing etc.

4. Your comments concerning student:

EVALUATION

Library Institute Participant
by Instructor

Name: ______________________ Class: __________

Job Site: ______________________ Date: __________

ATTENDANCE (Attends work site)	Regularly Most of the Time Irregularly Frequently Absent
PUNCTUALITY (Arrives on time)	Regularly Most of the Time Irregularly Frequently late
WORK PATTERNS A— (Ability to work with peers)	Very good Good Fair Poor Very poor
B— Accepts directions (from supervisor)	Very good Good Fair Poor Very Poor
C— Accepts work assignments and cooperates with supervisor	Readily Just accepts it Accepts with reluctance Puts up an argument
D— Completes work assigned (follow through)	Regularly on time Mostly on time Often late Unsatisfactory
E— Initiative	Excellent Good Fair Poor None
F— Quality of work (considering experience and training)	Excellent Very good Good Average Poor
G— Interest	Very good Good Average Poor
PERSONAL (Appearance and grooming)	Good Satisfactory Needs improvement Poor

OTHER
(Comments)

PRELIMINARY EXTERNAL EVALUATION

Introduction

A preliminary evaluation visit was conducted by Dr. Norman Higgins on September 29-October 1, 1974. Dr. Higgins was asked to simply get an overview of the sites and the situations that were involved in the Institute. Since he would be a part of the evaluation team which would conduct the final evaluation, the Director felt it was important that one member of the team see the program in its early stages. Dr. Higgins' schedule for this visit, and his report, follow.

The final outside evaluation reports of the three external evaluators follow Dr. Higgins' early report.

Library Training Institute

Agenda

for

Evaluation Visit

Dr. Norman Higgins
Arizona State University

Sept. 29 - Oct. 1, 1974

Sunday Sept. 29
Planning Session - Albuquerque

Monday Sept. 30
Field Visit Schedule

Leave	Arrive	Site
9:30 (Alb.)	10:30	Canoncito
11:00	11:30	Laguna Tribal Library
12:00	1:00	Lunch
1:00	1:45	Acoma Tribal Library
2:15	2:30	Acomita Day School
3:00	3:30	Laguna-Acoma High School
4:30	5:30	Albq.

Tuesday Oct. 1
Field Visit Schedule

Leave	Arrive	Site
7:30	10:30	Ramah
		Meet Bob Wallace 10:30-11:00-Ramah High-Elsie " " Larry Manulito 11:30-12:00
12:00	1:00	Zuni
		Ralph Casebolt 1:00-Learning Center-Pam & Mavis Fred Johnson 1:30-Zuni Elementary-Rose Roland Carey 2:00-Towa Yullane-Marian Charles Johnson 2:30-Zuni High-Andrew Librarian Sally Ray

October 20, 1974

Dr. Norman C. Higgins
1826 East Alameda
Tempe, Arizona 85282

Lotsee Smith, Director
Library Aide Training Institute
for American Indians
Educational Foundations/
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Dear Lotsee:

This letter will constitute my evaluation report for the Library Aide Training Institute site visits made September 30 and October 1. Each of the ten sites that are involved in the institute were visited. Each visit lasted from 15 to 30 minutes and consisted of a cursory overview of the library facilities and collection and a brief interview with the LATI participant and/or a site administrator.

Instructional Program

My general impression of the Institute is that the on-site instructional program seems to be running smoothly. The instructors, both professional librarians, have visited the sites for which they are responsible and have begun to involve the participants in on-site activities related to their course work. The participants have begun their classwork in cataloging and are apparently able to meet course assignments and meeting times in addition to their existing work responsibilities.

It appears to me that the instructors have begun to work with the participants to improve the physical aspects of the on-site libraries. Organizing and processing materials were evidenced in the assignments given the participants. The participants' course assignments, coupled with plans for building improvements voiced by administrators at Canoncito, Rahma High School, Zuni Learning Center, Acomita Day School, and the Acoma Tribal Office should result in much improved physical aspects of the on-site libraries. I would hope to see the service aspects of the on-site libraries developed in similar fashion.

Participants

The participants seem to vary greatly in their previous library related experiences, in their ability to describe their personal goals, and in their ability to describe the services they want to provide in the libraries in which they will be working. Some participants have previously received some training in selecting, ordering, processing, and circulating materials (Elsie, Rose, Marian). Five participants expressed a commitment to library careers (Georgia, Carol, Fay, Elizabeth, Rose); the other participants did not express strong commitments to library careers (paraprofessional or professional). Six participants were able to describe from one to three specific ways they would like to expand the services of their libraries (Elsie, Mavis, Fay, Elizabeth, Carol, Georgia). The other participants were able to describe library services in a general way or did not have an opportunity to discuss the topic.

Both of the institute instructors have indicated that they plan to formally assess participant performance frequently in their courses. If the measures used to assess performance are valid indicators of the competencies described in the proposal, it should be possible to determine whether or not the participants attained the proposed competencies from instructor records. A spring site visit similar to the fall visit will enable the evaluators to determine whether or not the participants have used their competencies to improve their own libraries.

On-Site Facilities and Resources

The facilities where the on-site libraries are located vary considerably from site to site. One site has no facility (Canoncito Day School). Four sites have temporary facilities (Rahma, Zuni Learning Center, Acomita Day School, Canoncito Community Library). The other sites have adequate permanent facilities. A cursory examination of the collections indicated that the materials housed in most libraries do not reflect the type of holdings that your proposal indicates are needed. The collections do not reflect the type of holdings that NIEA's Project MEDIA staff indicate are needed in libraries serving Indian communities. Only the Rahma site had extensive holdings related to Indian culture. None of the sites appeared to have materials related to law and civil rights or public services. It was not possible for me to determine the extent to which the collections in the school library-media centers support various curricular areas of their school's educational programs.

I hope this report presents an accurate description of the Library Aide Training Institute. I am certainly aware of the problems of trying to describe people and facilities based on a very short and superficial site visit. If you or your staff feel that I have misrepresented anyone or any site I would welcome your corrections. I feel that this report can serve as a basis for comparison for the spring evaluation. It may also be useful in formulating a more formal summary evaluation of the Institute.

Sincerely,

Norman C. Higgins
Associate Professor of Education

NCH:sh

FINAL EXTERNAL EVALUATION

Introduction

Three persons were asked to conduct the outside evaluation. Each of them were asked to examine a specific aspect of the training program.

Charles Townley, Director, N.I.E.A. Library Project, was asked to evaluate the administrative aspects of the project. His four year association with the National Indian Education Association Library Project gave him a great deal of experience with the problems associated with the operation of community/school library projects. A professionally trained librarian, he was also aware of certain technical aspects essential to the management of libraries.

Dr. Norman Higgins, Associate Professor of Educational Technology at Arizona State University, was asked to evaluate the instructional component of the project. Dr. Higgins has been directing a Bachelor's degree level Indian Librarian training project at Arizona State University for the past three years. His knowledge of library/media curriculum as well as his insight into Indian related problems enabled him to be fully cognizant of these two important elements.

Dr. David Bachelor, Associate Professor, Educational Foundations at the University of New Mexico, was asked to examine the human elements of the program. His training as a sociologist enabled him to explore the interaction and relationships of the staff, the participants and others involved in the Project and to assess their effect upon the Institute. His report is, therefore, more personal and more detailed than the other two. It provides insight into some of the unintended consequences which affected the Project.

Library Training Institute

Agenda
For
Evaluation Visit

May 30, 1975

Leave	Arrive	Site	Contact Person
8:00 Albuq.	8:45	Canoncito	Van Nata (Boarding School, Principal) Fay Fernando (Participant) Lean Secetaro (Navajo Chairman)
9:45	10:30	Laguna Community Library	PatPacheco (Library Board) Elizabeth Wacondo (Participant) Mrs. Koteen(Participant)
11:30	12:30	Lunch	
12:30	1:15	Acomita	Carol Adams (Participant) Jo Sanchez (Participant) Cheryle Du Shane (Principal)
2:00	2:30	McCartys	Regina Garcia (Participant) Mary Lowden (Participant) Mr. Paytiamo (CAP Administrator)
3:30	5:00	Albuquerque	

ITINERARY FOR RAMAH AND ZUNI AREA

Zuni Area

Learning Center --	Mavis Peynesta Ralph Casebolt	11:00-12:00
LUNCH		
Towa Yallane --	Marian Laweka Roland Cary	12:45-1:15
Zuni Elementary --	Rose Wyaco Fred Johnson	1:30-2:00
Zuni High --	Andrew Lonjose Sally Ray	2:15-2:45

Ramah Area

Ramah High --	Elsie Alonzo Tom Cummings Bill Radah Ron Light	3:30-4:00

EVALUATION-NORMAN HIGGINS

I. Program-Cognitive Domain

A. Was 24 hours of course work provided for Institute participants?

Yes__X__ No______

See I. D.

B. Was course content closely related to percieved user information needs?

Yes__?__ No__?__

Describe how user needs study was integrated into the curriculum.

It was not obvious from the instructor's lesson plans or pupil evaluation methods that the user needs study was integrated into the formal courses offered. About one half of the participants could not recall having done a needs study or having used the needs study in the formal courses. (See IIA strengths for ways instruction was adapted to on-site situations)

C. Did the on-site method of teaching and the practicum enhance the effectiveness of the Institute?

Yes______ No______

In what ways?

One half (6) of the participants seemed highly motivated to improve the quality of materials and services in their on-site libraries. The attendance in on-site classes was generally good. The only participant complaints about instruction were related to instruction in AV methods that was conducted off-site at the University. The practicum seemed less effective on those sites that had little or no library facilities to begin with (Canoncito, McCartys) and that received little or no administrative support to improve their holdings or services.

D. What cognitive skills were acquired by participants?

(1) Acquisition of Materials and Equipment

Competencies acquired:

The participants learned to order books from local jobbers. In some instances they learned how to request external funds to acquire materials for their libraries. There was no evidence to indicate that the participants learned how to acquire audiovisual equipment, which usually involves slightly different procedures and considerations.

(2) Selection of Materials and Equipment

Competencies acquired:

The participants generally learned to defer material selection decisions to professional personnel, either librarians or teachers. Only three of the participants indicated that they were aware of selection tools and reviews of materials in professional journals. There was no evidence in the instructors' lesson plans or in the participant interviews that procedures for selecting audiovisual equipment were taught.

(3) Utilization

Competencies acquired:

In those sites with school library facilities, participants learned how to work with children in using the available library resources. In one instance, a participant worked with a classroom teacher in implementing a unit on library utilization. Most of the participants learned to schedule the use of the library. Two participants described plans for teaching children in intermediate grades to use the card catalogue and library reference resources.

(4) Evaluating Materials and Equipment

Competencies acquired:

The instructor's lesson plans indicate that general guidelines for evaluating materials were provided, there is no evidence that guidelines for evaluating equipment were given. In at least three instances participants were encouraged to evaluate their holdings and weed out materials that were worn out or unused.

(5) Production of Materials

Competencies acquired:

The participants were taught to produce simple graphic materials (charts, posters, bulletin boards), thermal transparencies for the overhead projector, video recordings, and photographic prints and transparencies. The contents of the materials produced were generally related to some aspect of the on-site library services.

(6) Equipment Operation

Competencies acquired:

In addition to learning to use audiovisual production equipment the participants learned to use the OH Projector, tape recorder, slide projector filmstrip projector, and 16 mm motion picture projector. Most of the on-site library facilities had access to the production and presentation equipment that the participants were taught to operate.

(7) Maintenance and Repair

Competencies acquired:

There was no evidence in the lesson plans or in the participant interviews that the maintenance and repair of equipment was taught. One male participant did mention that he took care of minor equipment problems, such as replacing lamps in projectors, but did not indicate that this was taught in the institute.

II. Summary

A. Strengths

There are many strengths associated with this program, the following items are of major importance.

-The director was able to recruit and retain the proposed number of participants. This has been a problem for many institutes designed for participants from ethnic minorities.
-The participants were trained as paraprofession staff and have learned to defer professional decisions to available professional librarians (Laguna-Acoma High School and Zuni High School) or to professional teachers and administrators at the other sites.
-Most of the participants will be able to continue doing the work for which they were trained. The placement of the participants in communities that need service is a strength of this institute.
-The instruction had a great deal of relevance to the participants' work. There were many examples of how the instructors were able to adapt the content of the formal courses they taught to the available resources at the on-site libraries and to the abilities of the participants.
-The improvement of the physical facilities and the services at the on-site libraries must be considered a strength. Although improvements were not as spectacular as might be desired, there were improvements at most sites. Some reasons for less spectacular results are described under IIB weaknesses.
-Several of the participants indicated that they planned to continue their training with the hope of becoming professional librarians.

B. Weaknesses

Following are the major weaknesses of the Institute.

-Although the director was able to recruit and retain twelve participants, three of the participants were not well motivated to complete the course work and the practicum work. The institute staff should participepe in the selection of participants, rather than depending entirely on the selection criteria of local administrators.

-The apparent changes in the physical resources and/or services in the on-site libraries was relatively small. Reasons for this lack of change include: the slowness of BIA bureaucratic processes regarding acquisition of physical resources, lack of financial support from school or tribal administrators, lack of interest among some participants and low tribal priorities for library services, the inability of the institute staff to intercede in the administration of the on-site libraries.

-At several sites the participants were not involved in library related work to the extent specified in the proposal. The participants were sometimes used as classroom aides or substitute teachers and at one site (McCartys) the participants did not fulfill their on-site work obligations.

C. Recommendations

-The selection of participants could be improved if local administrators were given guidelines for selecting participants who are likely to succeed in the program. The institute staff should be involved in the final selection of participants.

-The instructional staff should have a stronger consultative role with local on-site administrators regarding the improvement of library resources and services. School and tribal administrators need to be educated about library resources and services, the instructors are better able to do this educating than are the participants. Visits to "model" school-community libraries might be a part of this educational effort.

-Early in the institute the instructors, the participants, the professional librarians (where possible) and the on-site administrator should jointly establish goals for improved library resources and services. The practicum experience would then be used to work toward the attainment of these goals. Periodareviews by all persons involved would help to insure that each person was contributing to the attainment of the improvement of the on-site library resources and services.

EVALUATION OF
LIBRARY AIDE TRAINING INSTITUTE
FOR AMERICAN INDIANS
(Administration)

An Institute Funded By:
U. S. Office of Education
Division of Library Programs
Under
Title II, Part B, Higher Education Act of 1965

Charles Townley, Evaluator
June 9, 1975

1. Administration/Management

A. Were staff, including Director, Instructor, and Secretary hired?

Yes X No ____

Institute staff were hired from August, 1974 to August, 1975 in accordance with the proposal description. Staff includes:

Lotsee Smith - Project Director

Pat Carr - Instructor

Debbie Herring - Instructor

Diane Starcevich
Ann Wanya - Secretaries
Roberta Nelson

Personnel turnover existed only in the secretarial staff.

Budget Allocation 33638.00 Expenditure 33680.00

B. Did the staff have sufficient expertise and experience required to conduct the project?

Yes X No ____

List Relevant Experience

Project Director - Lotsee Smith

M.L.S. - University of Oklahoma, 1969
Ph.D. - University of Oklahoma (Educational Media), Pending
Teacher, in Public and B.I.A. schools educating Indian children
Coordinator of Library and Audio-Visual Services, Norman Public Schools, Oklahoma
Assistant Professor - University of New Mexico
Director, HEA, II-B, Training Institute, 1974.

Instructor - Pat Carr

M.L.S. - University of Minnesota, 1970
Librarian - Central High School, Minneapolis, Minnesota
Librarian - Laguna-Acoma High School, New Laguna, New Mexico

Instructor - Debbie Herring

M.L.S. - University of Oklahoma, 1974
Librarian - Central State Hospital, Norman, Oklahoma

Secretaries - Met University requirements for secretarial skills

Staff background and expertise are excellent for this type of program. In addition to their formal training, most of the staff have prior experience in living and working in Indian society. The staff is committed to the concept of developing Indian library service. This commitment is reflected in positive staff attitudes.

C. Is there evidence that the staff functioned as an organizational unit with adequate coordination and communication to effectively implement the institute?

Yes X No ____ Source Observation and correspondence

Staff Functions

Director

1. Select training sites, staff and participants
2. Provide services for staff and students
3. Liaison with Office of Education, University and participating institutions
4. Supervise instuctional activities

Instructors

1. Teach two courses per semester
2. Supervise practicum
3. Assist trainees in developing local facilities, collections and services

4. Provide counseling for each participant

Secretary

1. Routine office procedures
2. Typing correspondence
3. Preparing instructional materials

Comment

Each professional staff member functions well in her individually defined position. Adequate coordination (necessary to met the goals of the institute) has been achieved. The evaluator believes that exemplary coordination might occur if some of the following recommendations are implemented:

1. Regularly scheduled meetings of the professional staff should be held to coordinate efforts in the instructional component and discuss problems.

2. All staff members should be required to have a telephone to communicate informally with the Director and other staff. Costs should be borne by the Institute.

3. In addition to regular classroom evaluations, some means, perhaps collect phone calls, should be made available and known to the participants for contacting the Director in time of need.

4. The counseling responsibility appears to fall directly on the instructors, who are not trained in this field. Supplementary professional counselors should be made available to participants and staff to identify and suggest alternatives for dealing with all concerns, positive and negative, that affect the Institute.

5. The Director has become far more communications conscious this year. This trend should continue to be emphasized by more field work with the participants and the institutions for whom they work. Some of this responsibility might be shared with the Instructors.

6. The secretarial skills and competencies should be improved so that it will be a positive, not a negative, feature in Institute operations. I believe the necessary steps have been taken in this area.

E. Did the staff develop necessary relationships with community people, tribal officials, and school personnel which facilitated implementation of the Institute?

Tribal Officials Yes 3 No 2

Five sites in this project were specifically concerned with training participants for community or community-school libraries: Zuni Learning Center; Ramah; Canoncito Community Library; Laguna Community Library; and McCartys. Both Zuni Learning Center and Laguna Community Library indicated strong support for the training Institute from tribal officials. Mr. Casebolt and Mrs. Wacondo indicated tribal financial and political support for their libraries. Both groups are paying the salaries of the trainees. At Ramah, the community controlled school board has indicated support for the Institute and direct service to the community from the school library. It has accepted state support for its trainees. At Canoncito, the Tribal Council has set aside a building for a library but has been unable to open it. It has indicated its willingness to accept state support for materials and staff. Thus far, however, tribal support has not been actualized in operations, such as the practicum or completing the library, that have supported the training program.

The only obvious failure in tribal support has been at McCartys. In this case it appears that personnel conflicts between staff and students and lack of tribal cognizance and support of the Institute have resulted in a situation where no significant progress has been made either in establishing a functional library or training of library personnel.

In evaluating this section the evaluator considered that the holding of the practicum in the local library and the employment of the aide in the local library constituted criteria for judging the success or failure of the Institutes' relationship with tribal officials.

School Officials Yes 6 No 1

School officials, regardless of whether they represented B.I.A., public or contract schools, were supportive of the Institute. All gave their trainees time to attend the class sessions. They were in unanimous agreement that the training Institute was making a significant contribution to their school program by providing one of their staff members with the skills required to meet the informational needs of their staff and students.

All schools, except Canoncito, enabled their participants to take part in the practicum. The problem in this school was not with the intent of the local school officials, but with the late delivery of the learning center, due to the slow speed of B.I.A. procurement.

Community People Yes 2 No 10

Of the twelve institutional components involved in the Institute, only two have made significant efforts to involve the community in establishing library services or describing the training institute-Zuni and Laguna. The other communities were not informed of the goals of the institute and have not made significant input as to what training they see as desirable. Also there is no hard objective data on what information the community believes is desirable.

Had the Institute involved itself in determining the extent and direction of community interest and fostering the development of such interest, several aspects of the Institute might have been improved: (1) training components could have been tailored more directly to individual community information needs; (2) strong community support would have encouraged participant enthusiasm and retention; (3) community support expressed through local school boards, J.O.M. and Title IV committees would have encouraged all the school administrators to place trainees in the library full time rather than the ten hours per week required by the practicum (participants were engaged in other duties at Ramah, Canoncito, Laguna-Acoma High School, and

Acomita); and (4) evolving community interest and support would insure a high, long term priority for library and information services, facilities, and materials.

F. Was sufficient equipment obtained to enable efficient institute operations?

Yes_____ No__X__

Equipment for this Institute is very insufficient. In a project of this nature, where media emphasis is high and where on-site training methods are used, equipment must be locally available. Each participant should have regular and unimpeded access to equipment required for coursework. The lack of equipment in this Institute was a significant factor in participant frustration. Using borrowed equipment at the University of New Mexico caused frustration in that the Instructor did not have an opportunity to familiarize herself beforehand. This led to mistakes and confusion in demonstrating the equipment. Also, the students were required to commute, sometimes up to 150 miles, for a Saturday class. If the Division of Library Programs feels unjustified in allowing the purchase of this equipment, sufficient funds must be allowed for rent or lease.

Budget Allocation__490.00__ Expenditure__490.00__ ,

G. Were adequate supplies provided to enable efficient institute operation?

Yes__X__ No_____

Supplies were adequate at all sites. University procurement practices created unnecessary delays in obtaining materials. A petty cash system is recommended to overcome the problem.

H. Were the space needs and facilities used by the institute sufficient?

Yes__X__ No_____

Comment:

Adequate space exists for the Project Director and Secretary in the Department of Education at the University of New Mexico. The Instructors must work out of their homes and use local facilities for classes. A work room at the University might be of some assistance to them.

Local space and facilities vary greatly. Only Canoncito is totally without a library facility, but this will be corrected when the Learning Center is delivered and the Community Library is remodeled and wired. The Laguna Library is adequate and well situated in the midst of other social agencies. Acomita has only a small room, but will move into a new facility this fall. McCartys is inadequate in that community meetings are regularly held in the library room. This restricts evening access by students. Ramah has an adequate but separate building which is too distant from the existing school to be fully effective. It is also quite distant from the Navajo community of Ramah.

This situation will be corrected when the school moves to the Ramah community proper. Zuni High School, Zuni Elementary School, and Towa Yallane Elementary School all have good facilities. The Zuni Learning Center is cramped at present but will soon move to a remodeled facility adjacent to three schools and near the center of the community.

I. Were funds provided for transportation?

Yes X No ____

Funding was adequate for the travel requirements of the Institute.

II. Students

A. Were the required number of students recruited for the institute?

Yes X No ____ Number 14

List students, tribe, and place of training:

Mavis Peynesta (Zuni)
Zuni Learning Center

Marian Laweka (Zuni)
Towa Yallane Elementary School

Rose Wyaco (Zuni)
Zuni Elementary School

Andrew Lonjose (Zuni)
Zuni High School

Elsie Alonzo (Navajo)
Ramah High School

Andy Werito (Navajo)
Canoncito School

Fay Fernando (Navajo)
Canoncito School

Elizabeth Wacondo (Laguna)
Laguna Community Library

Mary Koteen (Laguna)
Laguna-Acoma High School

Carol Adams (Acoma)
Acomita Day School

Jo Sanchez (Acoma)
Acomita Day School

Regina Garcia (Acoma)
McCartys

Mary Lowden (Acoma)
McCartys

The following students dropped:

Georgia Kiro (Laguna)
Laguna-Acoma High School
(dropped due to failing grades, replaced by Mary Lowden)

Pam Mahooty (Zuni)
Zuni Learning Center
(returned to college, not replaced)

B. Were students placed in library situations for the required practicum and on the job experience (10 hours/week)?

Yes 11 No 2

At Canoncito, where there is no library, the practicum has been impossible. Every attempt is being made to place these students at Southwest Indian Polytechnic Institute (SIPI) for a summer practicum. Each participant believes the practicum has been most useful for it allows the participant to practice what has been learned as well as assist the local institution develop their resources and improve services.

C. Were stipends provided for the students?

Yes X No ____

All students stated that stipend and travel payments had been handled efficiently and with dispatch. There was some problem in reporting hours on the University administered, state grant. This problem could be eliminated if participants had direct telephone access to the Project Director's office.

D. Are students to be continued in para-professional library positions next year?

Yes 6 No 5 Undecided 2

Six of the students will continue as paraprofessionals in their existing or other library positions. Rose Wyaco and Fay Fernando intend to continue on in the B.A. program at the University of New Mexico in Albuquerque. Mavis Paynesta is being dropped for lack of attendance. Mary Koteen and Carol Adams intend to return to the classroom. Regina Garcia and Mary Lowden are undecided.

III. Summary

A. Strengths - Administrative

1. This project has confirmed the validity of the on-site method of training combined with the practicum as an ideal method of recruiting, retaining and training library aides in small American Indian communities. Both schools and tribal groups are encouraged to participate because they get an immediate return on their human

investment. Recruiting is made easier and the quality of participants is higher because the recruitable pool for any one community is made larger. The practicum gives the participant the ability to demonstrate what he has learned and directly assist his community. This has an immediate pay off in role building, self-esteem and morale on the part of the participant. It also encourages the local administrator to continue to develop library services due to the demonstrated result in the practicum.

2. The proposal recognized the general needs and capacities of the communities involved. It called for a general program that addresses most of the common competencies required to successfully develop Indian library and information services.

3. The administration of the program is excellent. Virtually all internal constraints have been eliminated. Budget control is good. Most university, state, and Office of Education redtape have been adroitly cut to facilitate project operations. Additional services have been garnered from the involved tribes, schools, communities, state and the University.

4. Communication with most of the participating agencies, whether school or tribal, was excellent. The management of these agencies were well informed of the Institute's goals. Most have their library personnel

on the regular payroll. They were enthusiastic about supporting the Institute's program. This indicates excellent preparation and continuing communication by Institute personnel. Messrs. Casebolt, Cary, Nata, and Mrs. Fairbanks deserve particular mention for their strong support. Mr. Paytiamo by his sound questioning of some Institute processes also indicates a strong interest in the program.

Weaknesses and Recommendations for Immediate Action.

There appear to be three correctable weaknesses in the present Institute: (1) Community Involvement; (2) Communication; and (3) Personnel. Each is discussed in the following paragraphs. Recommendations are made on methods required to correct these concerns.

The Institute has had very little contact with the community. Each chairman, principal or other responsible official was contacted during the initial phase. All gave their support. Most named a subordinate who worked directly with the Institute. This is fine communication structure from a purely administrative point of view. Unfortunately, it does little to build community interest or create a continuing demand for library service in the community. The creation of this demand during the course of the Institute is essential if the community is to be expected to support the person, once trained. Thus far, no presentation on library services has been made to school boards or tribal councils. No significant community information needs studies have been made to determine the perceived needs of the communities. No input has been requested on a formal basis from any local group. The lack of community involvement is best expressed by Mr. Stanley Paytiamo, CAP Director at Acoma. He states that when he sees a program like the Institute coming into a community without significant community input, he is afraid it was just a University rip-off of the overhead. For this reason, the development of profound community input and support, it is recommended that this and future Institutes seek not only initial approval, but strive for active and broad community involvement in training programs. If a perceived needs assessment were made, training could be directly related to it. Translated through practicum, additional community support would be developed as needs were met. Presentations to tribal councils and school boards as well as attendance and participation in community meetings by Institute staff and participants will greatly improve community involvement.

This Institute's model has gone a long way towards community involvement. Activities such as those recommended above will complete the process. It will be particularly effective is community involvement methods can be presented and implemented before the completion of this Institute.

Communication is essential for a successful program in a dispersed Institute such as this. Significant advances have been made in communicating with related agencies this year. Several other channels await action.

1. Communications between the Director and the Instructors must be improved. All instructors should have a telephone. A weekly or bi-weekly summary of activities and concerns should be submitted to the Director. Regularly scheduled staff meetings might be useful. The Director should speak at length with each instructor on at least a weekly basis.

2. The Director and the participants must have some means of communication. It is recommended that participants be encouraged to call the Director collect if they have some difficulty that they feel the Instructor has not or can not answer. Conference calls might also take place during class sessions. It is also recommended that the Director spend two days a month in the field with the participants and the Instructors.

3. Participants should also be encouraged to

improve communications with the Instructors. In particular, participants should make weekly or bi-weekly evaluations of the Instructor. The Instructor should give the student a weekly or bi-weekly report on his or her progress. These could then be forwarded to the Director. This method would eliminate surprises at the end of a semester when it is too late to retrieve a situation.

Personnel in this Institute is dedicated and involved. Several recommendations are listed below which will result in improved direction for this commitment:

1. The Director despite her many other demands, must spend more time with the participants. It is recommended that two days a month be set aside for site visits. Several participants stated that they felt they received little support from the Director.

2. Dependable secretarial assistance must be secured.

3. Instructors should not informally decide to abandon a program component without discussion with the Director and local community representatives. If it is necessary to change program components, reasons should be clearly given in a written document.

4. Agreements should be written and signed with the employers of participants stating specifically how much time will be granted for Institute partic-

ipation. This agreement should be enforced over the year. If possible the participant should be assigned to the library full time.

Summary:

The Library Aide Training Institute for American Indians has been an overwhelming success. The goals that were outlined in the original proposal have largely been met. The problems that have been cited within this evaluation have been in part due to external forces which were beyond the control of the library project staff. The program has met the criteria as originally written. By far the greatest achievement of the project is that this program has refined a successful model for training Indian library aides which can be applied to virtually any Indian community throughout the United States. This model will be of tremendous help in the future and will provide a basis for programs which will follow in the years to come.

EVALUATION REPORT ON THE MAY 29 AND 30 VISITS
WITH THE LIBRARY TRAINING INSTITUTE
PARTICIPANTS AND TEACHERS

David L. Bachelor
Ph.D.

I am going to give my general impressions of each location first. These impressions will concentrate on the participants and other on-site personnel. After these short reviews I will try to give some reaction to the two instructors and then will end this report with some recommendations.

FIRST DAY

Zuni Learning Center

In many ways this meeting was one of the most unsatisfying of all. There was little time to talk to Mavis Peynesta, the participant, and the instructor, Debbie Herring, stuck around. This situation resulted in little reliable first-hand information due to the extremely stressful situation in which Mavis was placed. My distinctly tenuous impression is that Mavis is not a very involved participant and is just putting in time until she leaves the program to go to the university. Of course, whenever a trainee does remain relatively untouched by a program, the professionals must accept some of the failure.

The Zuni Tribal Education Officer, Ralph Casebolt, and his assistant, Cal Murray, appear to be able officials. From what I could gather they are committed to the idea of a community resource and learning center. Their support is more in the executive area, however, and I got the impression that there has not been much professional in-put to support their services. Apparently any counseling of Mavis had been done by these two men.

Dr. Casebolt mentioned the difficulty of getting money and that he had been writing proposals for additional funding for the Learning Center. That is all admirable, but Mavis and Debbie had not provided information or support for these proposals.

Despite the somewhat rudderless state of the library portion of the Learning Center, its potential is tremendous. Much work needs to be done, hopefully with a more involved participant: Mavis mentioned the difficulty in collecting books for the younger children, Mr. Murray mentioned that the Center now does not do a very good job in reaching Senior Citizens or younger people in the area of vocational programs. The very able administration has indicated ability and commitment to the program. Recruiting a more involved, perhaps older, participant and expanding the work of the instructor and/or consultants to include expanded library service and community relations should be steps that will bring performance closer to potential.

Towa Yallane

The program undertaken by the participant, Marian Laweka, is one of the strongest observed on this trip. The library was pleasant looking and it seemed that the participant was working hard to develop the facility as well as her own competence. In response to questions concerning her relationship with the instructress and the importance or usefulness of the lessons conducted, Marian's reply was positive but not informative. In other words, Marian said that she and Debbie got along very well and that Debbie had helped her, but Marian could cite no particularly useful instances of things that she had learned coming into use in the running of the library.

Marian went on to mention that her relationship with "most" of the teachers was good. Most of the teachers used the library on a regular basis. The 6th graders are the only ones who can come in to use the library individually. The younger children come in class groups. Marian either reads stories to the classes for their enjoyment or she prepares a session on a topic that has been set by the teacher. There was quite a bit of evidence about the room that Marian had worked hard on the preparation of posters to excite some interest among children and teachers. The participant was asked about the teachers who did not yet use the library with any regularity, and she merely shrugged. It was my impression that she was well aware of the situation and even felt that she ought to do something about it, but either did not know what to do or else did not feel that it was her "place" to approach them. Marian indicated that she was having trouble getting hold of materials concerning Indians generally, and Zunis particularly.

Mr. Roland Cary, the principal of this elementary school, seemed to be a decisive, able and supportive man. His comments concerning the performance of Marian were very complimentary. He seemed to know nothing about the training program and little about the instructress, Debbie Herring. Mr. Cary echoed Marian's frustration in finding appropriate materials, particularly materials dealing with Zunis. In his words, some of the material they had collected had been found to be so bad that they "had locked it up."

It may be somewhat unrealistic since the participants have been with the program only one year, but I think some training in publicizing the library as a learning resource may be called for. Marian has done a good job, but the impression I have is that she has done so somewhat passively. She now needs to get out and try to get all of the faculty, and even some of the parents, involved. I believe that Mr. Cary would support her and that all that is needed to expand this already strong program is some leadership.

Zuni Elementary

The participant here, Rose Wyaco, seems to have promise. She appears comfortable in her work and to be one of the more sophisticated of the participants in talking with the evaluators. She has been in the library for two years, though as I understand it, these are the first courses she took. The library was neat and there has been obvious attempts to make displays that were attractive and informative. Much of the non-print material was very old, the phonograph records were antique. This was offset a bit by the displays of recent books dealing with Indians and Indian children. However, the overall impression of the facility was rather dreary. The feeling of dreariness was enhanced by the many hand-lettered signs about the room ordering the children "not to do this" or "do that in such-and-such a way." Surrounding the displays of books, for example, were signs indicating that the books could not be touched unless the children's hands were washed first. I think that signs such as these retard the development of what libraries should be and maintain the constipated use of school libraries that is all too common.

Apparently the signs and the other evidence of rigidity in the facility were the influence of the staff. Rose mentioned that she had tried bringing in a television set so that she and the children could watch The Electric Company and Sesame Street. This act irritated and upset some of the teachers; they took their irritation to the principal. Rose claimed that the principal supported her, but while we were there, there was no television in the library. When I asked her about this she only shrugged and said nothing.

Rose is leaving in the fall and is going to college. Obviously, if she returns when she has completed her training, this will serve to benefit the pueblo. Presently, it may be that a new library aide will find a more conducive atmosphere with the new principal. It seems obvious to me that a strong library person is needed here; one who will forcefully teach the staff that the library is more than a passive repository. A great deal of work needs to be done in publicizing the library as a learning resource center and in pushing the idea that the facility can be of great use to the staff and children.

Zuni High School

Andrew Lonjose, the participant, has been with the high school library for five years. Apparently, the first formal training he has had in this area of work has been by means of this program. He works with a professional librarian, Sally Ray. Mrs. Ray is the epitome of the traditional school librarian. She dominates things and lets Andrew try the things suggested in class only when she "wanted" to. The two of them seem to get along well. Andrew is rather passive, Sally is dominant; there seems to be a degree of mutual respect.

It seems that most of the work that Andrew is allowed to do is in the area of audio-visuals. This work is pretty traditional, though. He delivers the machines, I think runs them for the teachers, and does some maintenance.

My impression is that the classes and the training process has had little effect in changing the high school library or in modifying the pre-existing conceptualization of the uses of the facility.

There may be some hope for some intensive work by the instructor with the librarian, Sally Ray. Perhaps were she to be convinced that the facility could be better used in the learning enterprise by modifying some ideas of its function, then change would occur. I think it would be worth the effort, but I cannot say that I would be totally optimistic of the outcome of the effort.

Ramah High School

The last site visited on the first day of the evaluation trip was Ramah High School. Elsie Alonzo, the participant here, is an older woman. This had been her first year full time on the job. Apparently, she had been involved with the program before, but had had to leave it for personal reasons. She said that the facility would be moving into a new building in the fall. Perhaps the lew location would increase the signing out of the books in the library. In walking around and opening several books I noticed that very few of them had been checked out. There were many interesting volumes, several of them on Indian topics, that had not yet been signed out. This could mean that they were too new to have been used, that the library is not used very much, or that the school staff do not allow their students to use the library very much. Elsie mentioned that the library is open until 8:00 PM most evenings and that community people use it a lot. This is a favorable situation. But, in light of the few books being signed out, does this mean that it is a place for socializing or are books read there?

The impression that I got was that Elsie received a lot of support from the high school staff. She has gone into some classes and talked about library skills to students. She is co-teaching a class in English with one of the staff.

The facility, while neat, was somewhat dreary. There was one poster showing action pictures of rodeos, a topic likely to be very interesting to the children. But that was the only one. Perhaps decorating is being put off until the new facility is completed.

The overall feeling I got from the visit is that this program is a moderately strong one that could be made much, much stronger. My impression was that Elsie is a promising person, but right now is somewhat dazed and a little confused. She has no idea what her status with the university is. She received plenty of help but it is of the kind -- teaching other classes -- that may be taking away from her effectiveness as a librarian. I think that the instructor has to make a much more detailed assessment of the situation here. If it turns out that her other work is adversely affecting her role as trainee, then very diplomatically the instructor will have to work out some other kinds of arrangements, some other organization of her schedule.

SECOND DAY

Canoncito

The program here seems never to have gotten off the ground. There were few books, no room, no A-V machinery or materials. The community library was supposed to have been completed more than a year ago, but its use has been held up by a law suit. According to the participants, there were only textbooks in the classrooms, and those had been all boxed up.

The two participants, Fay Fernando and Andrew Werito, were very frustrated and resentful. Much of their negative feelings were directed at things the program had no control over: the law suit holding up the use of the community library, for instance.

Some of their negative feelings were directed at the instructress for this segment of the state, Pat Carr. They felt that she had neglected them and had taken little interest in their problems and frustrations. They felt that they had had nothing to do during the practicum sessions. Both had said that Pat's manner had changed rapidly after the first semester, that she had treated them peremptorily and sometimes with anger. They both said that Pat had told them after the first semester that she would not come out anymore since all she was doing was "just tutoring".

They both agreed that the work that they had done in class on budgeting and finding out about teacher and community preferences had been "good" work. But they both felt that the class generally had not been very satisfactory. Andrew particularly was unhappy about the A-V segment of the course. This area was one in which he had particular interest, and he claimed that the class sessions they had had in it were not very useful at all. Fay mentioned that she felt that there had been discrimination in the class against her and most of the others, and in favor of one woman. She was quite vehement in her criticisms of Pat and the class. The particulars she mentioned were echoes of Andrew's statements with the exception of the discrimination point.

The principal, Mr. Van Nata, seemed to be quite supportive of the program but had not been effective in getting the community facility in usable shape. By all appearances the program in Canoncito is in serious trouble. Whatever the faults of the participants, the effectiveness of the instructor had been seriously compromised due to her undiplomatic treatment of them. They mentioned often her apparent lack of competence with A-V machinery and materials. Not knowing how to run and repair these things is not a fault in itself, but I would expect a professional to have made arrangements to secure adequate instruction for the participants. The fact that there was no place in which to work could not be helped, but a professional would be expected to try to make the best of the situation.

Laguna Community Library

There are two participants in this area, Elizabeth Wacondo in the community library, and Mary Koteen in the high school. Mary Koteen works under the supervision of a professional librarian. While I was there I got to talk only with Elizabeth, though I understand that Mary came in for a while after I had left.

Elizabeth is an older woman, quiet and seemingly quite competent. The facility was clean, orderly and apparently used quite a bit. A great deal of work had been done on posters and bulletin boards. It was a pleasant place.

In talking with Elizabeth about the class and the instruction I found pretty much the same story. The first semester had been quite good and very instructive. The second semester had become quite difficult. She said that Pat used to come into class "all up-tight and agitated". Pat, then, according to Elizabeth, would berate them and criticize the Pueblo government. Elizabeth also mentioned the A-V course and that it had been a failure. She mentioned that you expect an instructress to know what they are teaching, and Pat had not known the A-V part of the course.

Acomita Day School

Here too there were two participants: Carol Adams and Josephine Sanchez. Carol was not there during the evaluation.

There were plenty of materials here, but were housed in a tiny cubicle near the principal's office. Josephine is an older woman, had been a kindergarten teacher before her involvement with the library. The latter work has been growing, and Josephine says that her interest in library work has been increasing.

She had joined the program after the first semester and had not received a very good impression of the instructor. Josephine said that all she got were lesson plans, hand-outs. She claimed that these did not go into too much detail, but that Pat expected them to "know it all". She also claimed that Pat had gotten angry if she did not know what some of the things in the hand-outs meant. She repeated the disillusionment over the A-V work. Josephine also went into detail about resenting the long drive to Albuquerque to receive the A-V instruction, and that she felt the instruction was not complete.

McCartys

There were two participants at this training site, Regina Garcia and Mary Lowden. Both of them attended the evaluation session.

The facility is very minimal at this site. Very few books and most of them are old and irrelevant. The room is used as a meeting place often and apparently there may be some space for a better facility at another site in the area.

Both women were quite openly hostile when asked about the training and the instructress. They claimed that they had not gotten much out of the class. Pat had "always been in a hurry". Pat had not helped Regina in writing proposals nor had she gone with her to make a presentation to the JOM committee seeking support for the library. They said that Pat had met with them regularly during the first semester, but she had been very irregular during the second. She had often cut sessions short during that time. Both women mentioned the issue of favoritism again. Mary said that the "favored" student had been allowed to hand in work late while the rest of them had been forced to hand it in on time.

Regina went into great and heated length about the last class session. She said that Pat had informed them that she had the stipend checks to hand out. Pat added that only those who had all of their work to hand in could have their checks. Regina did not have her work and did not get her check. Regina commented, "Pat said that we were adults, but then she treated us like children."

SOME GENERAL PROGRAM OBSERVATIONS

An evaluation, by its nature, calls attention to things that need strengthening, need modifying or deletion. Therefore, often the tone of evaluations are such that they give some people the impression that the program being evaluated is a failure, or at least not so good. The evaluator was very favorably impressed by the overall effort. Anytime any program can function for two years in the nine or ten sites served by this program, it should be counted as a signal success. I am aware of planned educational or research efforts that never even got started in some of these areas.

Nevertheless, there are clear areas that need strengthening and attention. My judgement concerning the work of Debbie Herring is that she had done a good job of diplomacy and of low-key initiation of program work. She has not, in my opinion, done much in developing a more flexible idea of what libraries can be. She has not been very successful in influencing the participants in becoming contributors to the curriculum building process. Either she needs to work on these areas more intensively or she needs the services of someone who can work with her in developing these competencies.

In my talks with Pat Carr I feel that the problems she faces are much harder to deal with than are Debbie's. Some of these difficulties cannot be removed; many of them apparently have to do with Pat's relations with the participants. I do not think that Pat is suited for work like this. On-site work calls for ingenuity, a thick skin, patience and the ability to improvise. I do not think that Pat has these qualities; she has many good qualities and much to offer, but her rigidity and her desire to see the program laid out for her like a blueprint probably means that her effectiveness is limited in this situation.

I would strongly urge that the instructors be made aware by the project co-ordinator of the results of the evaluation so that they may respond. I think that it should be made clear that it is their responsibility to keep the co-ordinator informed of progress and difficulties. It may strengthen the program for the co-ordinator to take steps to provide professional level supplementary help for the instructors in those areas in which the instructors are weak or not confident.

CONCLUSIONS

The Institute has resulted in the training of American Indian aides in basic library and audiovisual skills. These aides because they are from each of the reservations in which they are working, and because the majority had the opportunity to remain employed at the school or community library on their reservation, have the unique opportunity to seek out and provide material and library services that are meaningful and relevant to their people. They can be the link which ties together their ethnic heritage, the curriculum, the resources of the library and the human elements that affect their school or community.

Included in the external evaluators' reports are statements related to other significant aspects of the Institute, and their opinions as to the accomplishment of Institute objectives will not be repeated here.

In the Director's opinion perhaps the most important fact is that of the ten sites at which aides were trained, only two have professional libraries. It is very unlikely that the other eight sites will employ professional librarians. Several factors contribute to this, including the remoteness and resulting lack of facilities for off-reservation personnel, the lack of funds to employ fully certified librarians, the lack of success by administrators to recruit professionals to the areas, etc. Therefore, the aides trained by this Institute will probably be the only library trained person at the facility. It is envisioned that they will be able to continue providing library services on these reservations. Without them there would be none.

CONTENTS OF APPENDIX A

Participants and Staff

INSTITUTE STAFF

Project Director - Lotsee Smith

M.L.S. - University of Oklahoma, 1969
Ph.D. - University of Oklahoma (Educational Media), Pending
Teacher, in Public and B.I.A. schools educating Indian children
Coordinator of Library and Audio-Visual Services, Norman Public Schools, OK
Assistant Professor - University of New Mexico
Director, HEA, II-B, Training Institute, 1974.

Instructor - Pat Carr

M.L.S. - University of Minnesota, 1970
Librarian - Central High School, Minneapolis, MN
Librarian - Laguna-Acoma High School, New Laguna, N.M.

Instructor - Debbie Herring

M.L.S. - University of Oklahoma, 1974
Librarian - Central State Hospital, Norman, OK

Secretary - Diane Starcevich (August, 1974-April, 1975)

Met University requirements for secretarial skills.

Secretary - Roberta Nelson (June, 1975-August, 1975)

Met University requirements for secretarial skills.

LIBRARY AIDE TRAINING INSTITUTE

FOR AMERICAN INDIANS
University of New Mexico

Aide Participants

Home Address (and Dependents)	School Address
Carol Adams 1703 Cordova Ct. #F-47 Grants, New Mexico 87020 Dependents: 4	Acomita Day School Acoma Pueblo San Fidel, N.M. 87049
Elsie Ruth Alonzo P. O. Box 179 Ramah, New Mexico 87321 Dependents: 0	Ramah Navajo High School Ramah, New Mexico 87321
Faye W. Fernando P. O. Box 216 Old Laguna, New Mexico 87026 Dependents: 5	Canoncito Day School Laguna, New Mexico 87026
Regina R. Garcia P. O. Box 33 San Fidel, New Mexico 87049 Dependents: 0	Acoma Community Action Program McCarty's, New Mexico
Post Institute:	Acoma Pueblo Tribal Bldg. Acoma Pueblo San Fidel, New Mexico 87049
* Georgia K. Kiro P. O. Box 225 Old Laguna, New Mexico 87026 Dependents: 0	Laguna-Acoma High School New Laguna, New Mexico
Mary S. Koteen Box 905 Paguate, New Mexico 87040 Dependents: 0	Laguna-Acoma High School New Laguna, New Mexico
Marian Laweka Box 506 Zuni, New Mexico 87327 Dependents: 1	Towa Yallane Elementary School Zuni, New Mexico 87327

* Fall Semester Only

Andrew J. Lonjose P. O. Box 351 Zuni, New Mexico 87327 Dependents: 1	Zuni High School Zuni, New Mexico 87327
** Mary Lowden Box 181 Grants, New Mexico 82020 Dependents: 4	Acoma Community Action Program McCarty's, New Mexico
Mavis Peynesta Box 261 Zuni, New Mexico 87327 Dependents: 0	Zuni Learning Center Zuni, New Mexico 87327
** Josephine Sanchez P. O. Box 285 San Fidel, New Mexico 87049 Dependents: 2	Acomita Day School Acoma Pueblo San Fidel, N.M. 87049
* Pam Tekala General Delivery Zuni, New Mexico 87327 Dependents: 0	Zuni Learning Center Zuni, New Mexico 87327
Elizabeth P. Wacondo P. O. Box 944 Paguate, New Mexico 87040 Dependents: 5	Laguna Community Library Laguna, New Mexico 87026
Andy Werito Canoncito Boarding School Laguna, New Mexico 87026 Dependents: 1	Laguna-Acoma High School Laguna, New Mexico 87026
*** Rose Wyaco Box 187 Zuni, New Mexico 87327 Dependents: 0	Zuni Elementary School Zuni, New Mexico 87327

* Fall Semester Only

** Spring Semester Only

*** Fall and Spring Semesters Only

CONTENTS OF APPENDIX B

Acoma

A progress report submitted by instructor Pat Carr contains three significant points: (1) accomplishments; (2) problems; and (3) recommendations. This report was used as a basis for planning the remainder of the year and for including Acoma in a Library Demonstration Project proposal submitted and subsequently funded by the U.S. Office of Education.

Following the progress report is a description of the Acoma Community Library and a list of Goals and Objectives for the library written by the aide, Regina Garcia. These items are included because they indicate, perhaps better than anything else, an Indian's philosophy toward a library.

April 24, 1975

PROGRESS REPORT

PUEBLO OF ACOMA LIBRARY

I. Purpose:

The purpose of the Library Aide Training Institute for American Indians is to provide participants with the basic library/media skills needed to function as paraprofessional librarians. Hopefully, they will remain in their own communities and either initiate or improve library services in these areas.

II. Summary of Grant:

Federal funding is provided under Title II, Part B of the Higher Education Act and includes tuition and stipends for each participant---four of whom are Acomas. Each participant completing the year-long Institute will receive twenty-four hours of college credit from the University of New Mexico. Six hours of this credit is received for practical work experience in their own libraries under supervision of the Institute instructor.

III. Accomplishments:

1. Training in the areas of selecting and cataloging library materials, producting and using audiovisual materials, and administering a library. Additional training in the summer session will include children's literature and reference materials.

2. Sorting and discarding unusable books.

3. Beginning to catalog and organize existing materials.

4. Making initial contacts with tribal officials and organizations for help in planning and implementing library service.

5. Establishing goals and objectives.

IV. Problems:

1. Lack of public awareness and support.

2. Lack of funds for materials and personnel.

3. Facilities.
    a. Location---accessibility to entire community
    b. Conflict between use as library and as a meeting place for many tribal organizations and groups
    c. Lack of control over use and/or misuse of library materials

V. Plans and Recommendations:

1. Secure tribal recognition and support.
2. Conduct a survey of reservation to determine library interest and needs.
3. Establish a library board.
4. Secure funding
    - a. Pueblo of Acoma
    - b. JOM
    - c. State Library Commission
    - d. Demonstration Library Project
    - e. Other
5. Change location of library.

    It is recommended that the location be changed. The library should be in or near the EDA Building or combined with the school library and serve the community in the evenings or during weekends.

6. Implement programs and services.

    These programs and services should be determined on the basis of information received from the survey and from consulting with tribal officials and the library board.

Patricia M. Carr

Patricia M. Carr,
Library Instructor

DESCRIPTION OF THE ACOMA COMMUNITY LIBRARY

By Regina Garcia

The Pueblo of Acoma Community Library is located on the Acoma reservation, west of Albuquerque about 70 miles, with a population of about 3,000 people.

The library was first organized by a Vista volunteer, which the pueblo had during 1964. At that time all books and few materials were donated by various people from different places. Many people used the library, especially the youth. After the Vista worker left the pueblo, it was maintained by summer NYC students, but as time went on, the library slowly was ignored and was no longer in use for several years.

At present the library is not yet in use, however, since I have taken this course I am hoping I will be able to get it in use again. Already students are asking when the library will be in use again, and are making requests on various books and reference materials.

Materials appropriate for the library will be adult books, as well as for students, children of all age levels, where the community will use the library for their interest. Some good novels, history books and especially reference books.

SELECTION TOOLS EXAMINED:

Booklist
Previews
Library Journal
Harpers
American Indians Checklist
The Indian Historian
Wassaja
A Resource Guide on Indian Arts and Crafts

EXPLANATION AND COMMENTS REGARDING APPROACHMENT OF THIS ASSIGNMENT:

My first approach toward this assignment was to review several of the selection tools, and tried to find books which would be of interest and helpful source for the Acoma community. I found that I completely ignored my community survey; when I realized this, I looked over my survey and found that people were very much interested in Indian related articles. Therefore, I made my selection on all Indian articles, containing history, arts and crafts, biographies and literature.

My reason for choosing these materials would not only be of enjoyment of reading, but I feel they will be of great help to many college and high school students, as well as educators of our local schools, organizations and different programs. Plus to everyone else.

I felt, choosing all Indian articles, would interest more people to use the library, and making them aware there are these books available to them. The Acoma community library at present has books of many different areas, but only three or four books on Indian related articles. Therefore, with my survey in mind and with the library in mind, I have chosen these certain items.

Also, today Indians are eager to involve themselves in their own destiny, and many are becoming better educated, more aware of the choices and options open to them. Therefore, I feel very strongly many could use the items I have chosen.

GOALS AND OBJECTIVES:

1. To rebuild and remodel the present existing Acoma Community Library.
2. Once the library is rebuilt and remodeled, to provide the library with adequate equipment and materials.
3. To provide materials for various community groups, organizations and local schools.
4. To provide the entire Acoma community adequate information about the community library being in existance.
5. To be able to teach and provide skills for efficiert use of the resources of the library center.
6. Select materials in particular areas, such as Indian books, of arts and crafts, history, religion, and etc.
7. Consider community needs and recommendations in selecting library materials.
8. To week all books rarely used, and materials which are no longer of use.
9. Catalog and organize every book or material as orderly as possible.
10. To encourage the proper up-keep of their library center.
11. To provide an atmosphere for everyone to feel welcome.
12. To form a group of interested persons to accomplish these goals.
13. To form a Board of Directors.

OBJECTIVES:

THE PEOPLE OF ACOMA WILL:

1. Consider the library center as a primary resource for personal interest and scholastic needs.
2. Enjoy using library center.
3. Ask freely for assistance and feel confident of receiving it.
4. Develop a sense of community with his fellow man, past, present, and future, through the resources of the library center.

5. Read for satisfaction and enjoyment.

6. Demonstrate his respect for the rights of other users by his conduct and by the responsibility he assumes for materials and equipment.

CONTENTS OF APPENDIX C

Canoncito

One objective of the training grant was to create an awareness of free and inexpensive resources available to libraries. Two items written by the aide, Faye Fernando, indicate implementation of this idea.

Canoncito Community Library
Star Route
Laguna, New Mexico 87026
April 30, 1975

Mr. Henry Anaya, Director
Multi-media Department
New Mexico State Library
P. O. Box 1620
Santa Fe, New Mexico 8750[illegible]

Dear Mr. Anaya:

Let me present myself as one of a group who visited your Multimedia Department on April 21, 1975. I wish to inform you that we enjoyed our visit very much and benefited from it greatly.

As Mrs. Carr, our instructor, informed you, we are in a library science program which is designed to train American Indians in basic library/audio-visual skills so that we can function in our communities as para-professional librarians.

Library services, for the most part, have been non-existent in this area, and one of my objectives states: "Participants in the implementation of the school's curriculum." In order to meet this objective, I wish to develop a film program for the local boarding students whereby giving them an opportunity to view films on subjects which were included in their lessons for the period. I have solicited ideas from the school teachers at the Canoncito Boarding School and the concensus of opinion is that I order two films, "The Dinosaur Age" and "The Fossil Story," as two classes have just recently completed a unit on dinosaurs and another class presently on a unit on fossils. As the school term is coming to a close soon (May 23) and anxiety is in the air, I am not planning to order any more films until summer programs or classes get under way. At that time, I should know what titles will be useful for viewing.

If you can do anything to help expedite this request, I will certainly appreciate it.

Again, let me express our appreciation for the very informative discussion which you offered to the group.

Sincerely yours,

Faye W. Fernando

(Mrs.) Faye W. Fernando

Canoncito Community Library
P. O. Box 216
Laguna, New Mexico 87026
February 19, 1975

New Mexico Secretary of State
Santa Fe, New Mexico 87501

Dear Sir:

According to a handout which I received at the library workshop held several months ago in Albuquerque, your Office will send to us, free upon request, the following materials:

1. NEW MEXICO BLUE BOOK
2. ROSTER OF THE ELECTIVE STATE, LEGISLATIVE DISTRICT AND COUNTY OFFICIALS
3. NEW MEXICO HIGHWAY MAP

Thank you very much for your cooperation.

Sincerely yours,

F. Fernando

(Mrs.) Faye W. Fernando

CONTENTS OF APPENDIX D

Laguna

Another objective of the training grant was to encourage the aides to seek additional funds from any available source. A proposal written by aide Elizabeth Wacondo is included here partially as an example of this endeavor, but more importantly because it gives informative and interesting information about the Laguna Community Library.

As a post script: the request for JOM funds was granted.

Laguna Pueblo, New Mexico
January 30,1975

TO: Grants School Indian Educ. Committee
Attn: Mr. F. Cerno

THRU: Mr. Ed Yazzie, Programs Adm. (JOM)

FROM: Pueblo of Laguna Community Library
P.O. Box 1436
Laguna, New Mexico 87026

SUBJECT: Request for JOM Funds for Books, Supplies, Arts & Crafts Materials Equipment - Record Players and Cassettes

A. General Information

The Laguna Community Library is located at the Laguna Service Center, Laguna, New Mexico. It provides the only public library service within a seventy mile area, except for the bookmobile which comes once each month. The population in the immediate area is approximately 6,000.

A library advisory board has been established. It consists of four adults from the community; three high school students and the librarians from the elementary and high schools.

This advisory board began meeting in October to plan for and to make policy decisions regarding a community library.

The Laguna Community Library officially opened December 3, 1973. Since then, Elizabeth Wacondo has been hired as Librarian. The library hours are Monday, Friday and Saturday, 10 am - 6 pm and Tuesday and Thursday, 12 noon - 8 pm.

Articles on the Laguna Community Library have appeared in some local newspapers including the Albuquerque Journal and the Laguna-Acoma Hawk.

B. Goals and Objectives

The Pueblo of Laguna Library was planned to be a public library to serve the six villages of Laguna Reservation, when it was initially established, several of the goals were:

1. to be a non-restricted public library (i.e. - not just for a segment of the population such as just adults, or just Laguna-Acoma High School students, etc.)
2. to provide reading and educational materials to all age levels of the community;
3. to increase the ready availability of books on Indian Folklore, history, customs, and crafts. These resources are minimal in Laguna at present;

4. to be a community library with activities (arts and crafts/ story hours for children/musical exposure, etc.) as well as reading materials;

5. to acquaint the community with libraries and their resources;

6. to provide a broad range of reading materials relating to current events and Indian happenings on a national level as well as a local level;

7. to serve as a meeting place from time to time for several community groups such as AA meetings, diabetis classes, arthritic group, the Fish and Game association, various board meetings, occupational therapy group, GED classes, etc.

C. Justification

Two recent surveys conducted within the community have increased our awareness of the community desires in regard to educational needs, arts and crafts interests, and items of general practical interest. The results of a library survey given to elementary and high school students and to adults indicated that the adults were primarily interested in cooking and sewing materials and building and repair manuals; high school students wanted to read mystery and detective stories and science fiction. Drugs and drug abuse information and sex information ranked high with both high school and elementary students as did sports, Indian-related and Southwest materials. The results of a Laguna Service Center survey indicated an over-whelming need of young and old alike to have a greater knowledge of drugs and drug misuse, sex information and arts and crafts skills.

Being a public library, emphasis was first placed on purchasing materials for the general adult population. Because of limited funding for books, supplies, equipment and materials, we have been able to purchase only minimal reading materials that the elementary and high students indicate they desire. We have been able to purchase only a few books that appeal to pre-schoolers.

A summer recreation program was held this past summer in the Library at which time an average of 30 children came every day for eight weeks for arts and crafts, story telling, and reading. Seven college and/or college bound students assisted with this program. We would really like to not only continue this program this coming summer, but also to expand it.

Thus, funding for the attached list of books, equipment, supplies, and materials would allow the Laguna Library to achieve the following:

1. to purchase books that will appeal to elementary and high school students;

2. to purchase books and reading materials in the area of drug use and misuse and sex information, as desired by the entire community;

3. to purchase books about Indian folk-lore and crafts which will serve both high school and elementary studetns and increase Laguna's resources which are minimal at present;

4. to purchase arts and crafts supplies and materials so that community members can be exposed to and continue to develop new and traditional hobbies.

5. to purchase equipment such as phonographs and recorders, and associated materials that would allow children to read and learn while listening; and to record Indian stories (Ha-ma-ha stories) and music by local volunteers and which could then be in the library for young people to listen to and use.

6. and to subscribe to Indian newspapers so that the young and old alike can keep aware of what other Indian groups are doing.

Much effort has been taken to assure that this funding request would not be used to duplicate existing resources in other libraries (school), where duplication does exist, it is essential since the Laguna Library is available to the general public and to school children when the school libraries are closed.

Submitted by,

Mrs. Elizabeth Wacondo

Mrs. Elizabeth Wacondo
Librarian

Library Board Members

Fred Scott
Pat Pacheco – Patricia A. Pacheco
Belle Lucero
Mary Koteen
Gerald Kie
Frances Heinz
Pat Carr

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BUDGET

Consumable Library Supplies		$300.00
Includes book pockets, paper, paste, arts and crafts supplies, et.		
Equipment:		
1 Record Player	$80.00	
2 Cassette Recorders	$130.00	
30 Blank tapes	$ 37.00	$247.00
Books:		$968.48
Newspapr Subscriptions:		$ 46.00
Records:		$132.69
Total		$1,694.17

[illegible] APPENDIX E

[illegible] Training Model

[illegible] page is provided to assist [illegible]dering the implementation [illegible]rogram.

CONTENTS OF APPENDIX E

A Paraprofessional Training Model

The model on the following page is provided to assist those persons who might be considering the implementation of a paraprofessional training program.

A PARAPROFESSIONAL TRAINING MODEL